DOCUMENT RESUME

ED 091 352 95 SP 008 023

AUTHOR	Walberg, Herbert J.; Thomas, Susan Christie
TITLE	Characteristics of Open Education: Toward an Operational Definition.
INSTITUTION	Education Development Center, Inc., Newton, Mass. Pilot Communities Program.; TDR Associates, Inc., Newton, Mass.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Lab. Branch.
BUREAU NO	BR-6-2805
PUB DATE	May 71
CONTRACT	OEC-1-7-062805-3936
NOTE	259p.; For related documents, see SP 008 020-022 and 030
EDRS PRICE	MF-$0.75 HC-$12.60 PLUS POSTAGE
DESCRIPTORS	*Content Analysis; *Definitions; Discovery Learning; *Literature Reviews; *Open Education

ABSTRACT

This report describes the concept of open education, analyzes the content of the literature, and describes the development and final revision of a list of the characteristics of open education. The first half of the report describes the selection of literature to be examined for insight into open education, presents a framework in which to analyze its components, defines the dimensions of open education which compose the framework, and applies it through a content analysis to the literature. The second half of the report presents a discussion of the content analysis, the reactions of selected open education experts to the 106 statements describing open education which were derived from the content analysis, the revision of the list of statements based on the results of this survey, and four instruments based on the revised list of statements about open education. (Author/HMD)

ED 091352

Characteristics of Open Education:

Toward an Operational Definition

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

By
Herbert J. Walberg
Susan Christie Thomas

TDR Associates, Inc.
375 Elliot Street
Newton, Massachusetts 02164

For
Education Development Center
Pilot Communities Program
53 Chapel Street
Newton, Massachusetts 02160

Under
U.S. Office of Education
Title IV Program Contract
No. OEC-1-7-062805-3936

TRAINING DEVELOPMENT RESEARCH

May, 1971

SP008023

Contents

I. Introduction and Overview

II. Selection of Literature

III. Framework for Analysis

IV. Modifying the Framework

V. Defining the Themes

VI. Design of the Content Analysis

VII. Discussion of the Analysis: Open Education Literature

VIII. Discussion of the Analysis: Comparative Literature

IX. Revision of the List of Characteristics

X. Conclusion

References

Appendices

A. Quotations from Major Writings

B. Preliminary List of Open Education Characteristics

C. Open Educators Surveyed

D. Revised List of Open Education Characteristics

E. Instruments

Wisdom in discussing any subject requires that we speak with no more precision than the subject admits of.

Aristotle

"What else had you to learn?"

"Well, there was Mystery," the Mock Turtle replied, counting off the subjects on his flappers -- "Mystery, ancient and modern."

"And how many hours a day did you do lessons?" said Alice, in a hurry to change the subject.

"Ten hours the first day," said the Mock Turtle; "nine the next, and so on."

"What a curious plan!" exclaimed Alice.

"That's the reason they're called lessons," the Gryphon remarked; because they lessen from day to day."

Lewis Carroll

Acknowledgments

This report has benefited from the constructive interest of a great many people. The project originated through the Education Development Center's Pilot Communities Program, and whatever we have been able to accomplish owes a great deal to the support and valuable criticism we have received from them. We are above all indebted to Judith T. Evans, Pilot Communities Evaluation and Research Coordinator, for her continuing advice and encouragement. Others at EDC, notably Mary Lela Sherburne, Pilot Communities Director, and Edith H. E. Churchill, Follow-Through Advisor, have contributed immeasurably to our thinking and progress, especially in our revision of the list of characteristics.

William Genova, President of TDR Associates, Inc., offered helpful advice in the early stages of our research. Floralyn Fine, Research Assistant at TDR Associates, was largely responsible for the final compilation of Appendix A as well as contributing help throughout the writing of this report. Maurice J. Eash, Director of the Office of Evaluation Research, University of Illinois at Chicago Circle, selected the progressive literature for analysis; rated each author; and drafted a section on their significance in the history of modern educational thought and their anticipation of Open Education ideals and methods.

Others whose conversations and specific information we have especially appreciated are Edward Yeomans, Associate Director of Academic Services, National Association of Independent Schools; Ralph Mosher, Associate Professor, Harvard Graduate School of Education; Roland Barth, principal of

the Edward Devotion School, Brookline, Mass; and Dorothy Berman, teacher at the George Bancroft School, Boston, Mass. In addition we are indebted to all who responded to our questionnaire (see Appendix C).

The excellent advice and information we received from many people during our work on this report, especially those listed above, was invaluable. We appreciate their contribution to whatever of value is offered here and acknowledge our responsibility for whatever shortcomings this report contains.

I

Introduction and Overview

Open Education, the Integrated Day, the Leicestershire Plan, the Developmental Classroom -- these phrases refer to an educational movement that began in England and is growing in the United States. The Pilot Communities Program of Education Development Center (EDC) commissioned Training-Development-Research Associates, Inc.(TDR) 1) to analyze the concept of Open Education; 2) to find its essential features; 3) to develop explicit, specific, concrete indicators of each feature; and 4) to check the validity of the indicators with the major writings on the subject, and with important theorists and practitioners in Great Britain and the United States. This report presents a description of the concept, a content analysis of the literature, the development and final revision of an instrument which lists the characteristics of Open Education, and two proposed instruments based upon that list.

Why should this be done? Because, in some way, it may contribute to making teaching a profession and to making educational research a useful applied social science. A profession requires an organized, consistent, and agreed-upon body of knowledge, tested in practice. If there are inconsistencies among such fundamentals as humanism and behaviorism; traditionalism and progressivism; empiricist, existential and phenomenological approaches; equality and excellence -- then educators, unlike physicicans and lawyers, may always be charting their course on the freshest breeze, the "whole child," psychoanalysis, gestalt psychology, discovery learning, the gifted, the disadvantaged, behavioral objectives, accountability, sensitivity training, performance contracting, and even "Open Education."

Yet the approach to the analysis of just a single concept requires brashness and inspires trepidation. Are plants to be pulled out by the roots to check their growth? Does one grow and bear seeds like another? Should it? Does a gardner start with a hothouse or compost, cross-pollinating or purifying the strain? Can "miracle rice" be bred? In the end, a green thumb may only come from watching and helping a master and doing one's own puttering. But a systematic description of nature and nurture, including varieties, will be interesting to some and perhaps useful to a few.

The first half of this report describes the selection of literature to be examined for insight into the educational approach called Open Education (section II), presents a framework through which to analyze its components (section III and IV), defines the Open Education dimensions which compose the framework (V and Appendix B), and applies it through a content analysis to the literature (VI and Appendix A).

The second half of this report presents a discussion of the content analysis (sections VII and VIII), the reactions of selected Open Education experts to the 106 statements describing Open Education and the revision of the list of statements based upon this survey (section IX and Appendices C and D), and four instruments based on the revised list of statements (Appendix E).

II

Selection of Literature

Since publication of the "Plowdon Report" (1967), a great deal has been written about Open Education. Our first job was to examine the accumulating literature. After seeking the advice of EDC personnel, and other knowledgeable authorities, and collecting bibliographies, we drew up a list of the most frequently cited and important writings. We attempted to cover the most informed and most influential authors in the field in each of the following categories: Practitioners, Advocates and Advisors, Reporters and Observers, Analysts and Researchers. Of course there is a good deal of overlapping. For example, Practitioners (teachers, and headmasters and headmistresses, or principals) become Advisors and Advocates (by which we mean people who, through their activities, help to spread the practice and theory of Open Education by establishing and conducting training opportunities, directly influencing educators in decision-making positions). Many who began as simply reporters of a phenomenon become enthusiastic supporters, as is the case of Featherstone (1967) and now Silberman (1970) in this country. Their writing greatly influences the practice of teachers, and even New York City union leaders (New York Times, December 20, 1970). For several years, reprints of Featherstone's three articles in the New Republic circulated among teachers who wanted to create "open classrooms."

In grouping writings for our content analysis, we placed each writer according to the task presented in his writing. Thus Cazden (1969), who is herself an obj ive reporter and analyst of early childhood education, is listed under Practitioners on the strength of her insightful and highly specific and immediate interview of Miss Susan Williams, headmistress of

Gordonbrock Infant School, London. Cazden's other paper (1971) similarly conveys the beliefs and practices of heads and teachers in British infant schools.

To some extent, our list, which could have been very long were we not limited by time, was constrained to some extent by the availability of the writings. In this we were fortunate in having available the rich resources on Open Education of the Harvard Graduate School of Education and of Educational Development Center (EDC), two institutions where interest in the movement over the past several years has resulted in extensive collection of material. The very thorough analyses presented in two Harvard dissertations by Rathbone (1970) and Barth (1970) were exceptionally useful in their survey and discussion of relevant literature and their own experience and observations. Their bibliographies, too, were valuable.

Our selection of materials for analysis was limited by our decision to stick to literature which addressed itself mainly to primary education. Since the movement has been most widespread and has met with most approval at this level, and since there seems to be general agreement that many of the beliefs and practices necessitate adaption to the changing developmental needs of children as they mature, it seemed appropriate at this stage to tackle the already complex and interdependent assumptions as they are manifested in Open Education during the early years of childhood, that is, from five to seven years of age.

Further research in this field might well be addressed to the examination of the Open Education approach as it is extended into the middle and upper elementary grades and even into secondary school. Positive beginnings have developed in a growing number of "junior schools" in Britain. In the United States, Open Education has hardly begun. Experience with children

over eight is relatively rare. The pioneering EDC Follow Through program, for example, is reaching children of only the third grade level for the first time this year.

In addition to literature on Open Education, we selected a number of other writers whom we felt, for representation on a table of emphases, would provide valuable points of comparison. Some writers were chosen because their writings form the background from which Open Education evolved. We included Tolstoy (1967 translation) and Rousseau (1956 translation) in the analysis of related literature because they were early thinkers who drew connections between an optimistic view of human nature and the role of philosophical assumptions in the process of Education. Like advocates of Open Education today, they translated their philosophical beliefs into proposals for ways of teaching which are concerned with development of individual potential and based on trust in man's positive nature. Three representative Progressive Educators who span the years of this movement were selected for our analysis. Dewey and Dewey (1915), Rugg and Shumacker (1928), and Sheehy (1954) were chosen because they appear to represent ideological forerunners of Open Education, particularly with respect to early childhood education and the first few years of elementary school.

Contemporary "Popular Critics" of American education are represented by Kohl (whose book The Open Classroom is perhaps responsible for the currency of the term "Open Education although it is not specifically addressed to the early years of schooling) and Holt (1964), since publication of How Children Fail, the "living symbol and chief spokesman" for "more open, more responsive, more personal, more flexible schools" (New York Times, January 3, 1971, p. 6). These two authors were chosen to represent this

category because, teachers themselves, they fuse their criticisms, beliefs, and recommendations to their personal classroom experience and interaction with other practicing teachers. Leonard (1968), Dennison (1969), Neill (1960), Borton (1970) were included because they present proposals for, or descriptions of, what has been gathered under the term "Affective Education." Plato was chosen because of his enduring influence in education and because he provides a touchstone for comparison.

III

Framework for Analysis

To proceed with content analysis of the selected literature, a conceptual framework was needed to organize the wealth of material in these writings relating to the teacher's role and perceptions. A useful starting point was the careful and sensitive interim report of a year-long study, "Analysis of an Approach to Open Education," conducted by the Early Education Research Group at Educational Testing Services, Princeton, New Jersey, in cooperation with participants in the Follow-Through program of EDC. The researchers at ETS (Bussis & Chittenden, 1970) constructed a theoretical framework within which the components of Open Education might be identified to provide a basis for developing valid assessment procedures consistent with the "non-model" quality of the Open Education approach.

> No conceptual model of EDC Follow Through in terms that have implication for evaluation and research can possibly be a comprehensive or fully fair representation of the approach. Furthermore, such a model might actually misrepresent the program if read in isolation and interpreted outside the context of major guiding principles and characteristics of the EDC philosophy (p.8).

Our own experience confirms this point. The Open Education approach is founded on contingency and uniqueness; each student, teacher, and even if sui generis; and implicit in any description of the approach is the conditional: "but it depends." The recognition of the uniqueness of every situation runs through any attempt to describe Open Education and to specify objectives and procedures. The Open Education teacher is difficult to categorize precisely because her apparent guiding principle is to respond as sensitively and reflectively as possible to the situational Gestalt at the precise moment to the unique child with whom she is interacting.

This is not to say, however, that Open Education teachers operate in an ideological vacuum. They seem to bring to each decision a set of shared attitudes and convictions about the nature of childhood, learning, and schooling. In making decisions of whether or when to intervene in a child's activity, these teachers share a commitment to use the totality of their experience, knowledge, and resources to perceive each child's needs and interests, both over the long range and in the immediate circumstance. As Rathbone (1970) points out, the teacher is constantly determining whether any intervention at all is appropriate.

> The teacher might be unable to diagnose with confidence precisely where the child is with respect to the conceptual relations embodied in the attribute blocks with which he is working; she might decide she has already intervened enough that day; her reason for refraining might be a hope that the child will move on himself, without external assistance. On the other hand, there will be numerous circumstances which favor intervention: the point is that it is the teacher's professional judgment which determines <u>whether</u> and <u>when</u> (p. 103).

Open Education teachers are distinguished by their special awareness and alertness to the diverse qualities of their children's activities and learning styles. As one British headmistress put it, "The teacher has got to be at the ready. That I think, is the main difference. She's got to be aware -- all the time" (Cazden, 1969, p.3). These teachers seem to move, act, and converse from a stance which arises from responding to the constantly posed question: What use can I be to this particular child at this particular moment?

While recognizing that this description smacks of the unattainable role of "super-teacher," Open Education teachers accept it as a <u>goal</u> and characteristically take it seriously, recognizing that its value lies in the effort, even though reaching the goal is not altogether possible. As human beings and as teachers, they conscientiously venture, and view themselves as continual learners who will err but whose job it is to respond, to adapt, to

improvise, and to be willing to change.

Also implicit in Open Education is a view of the student as a significant decision-maker in determining the direction, scope, and pace of his education. Understanding the teacher's role and assumptions requires insight into how her behavior permits and encourages children's resourcefulness and individuality.

> Perhaps one of the most distinguishing assumptions of the EDC approach is that children constitute the basic resources of the educational process. In contrast to those educational theories which assume the presence of a child during instruction, an EDC approach requires the presence of the child to define instruction. Teaching begins with the assumption that the children coming into a classroom come with capabilities and experiences -- shared and unique -- and it is the teacher's job to see that those resources give a direction and meaning to learning (Bussis & Chittenden, 1970, p.15).

Both the child and the teacher occupy central positions in the classroom and in the child's instruction. This seeming paradox perhaps most distinguishes the Open Education movement from earlier movements such as progressivism.

> The teacher must be more than simply nurturant. A major purpose of the advisory is to stimulate a greater degree of activism among teachers: in selecting materials and equipment; making suggestions; diagnosing; questioning; actively expressing their interests; being honest and adult in their appraisal. The classroom should reflect the teacher and other concerned adults just as it should reflect children (Bussis & Chittenden, 1970, p.15).

Assuming that a class must be either child-centered or adult-centered, student-dominated or teacher-dominated, leads one party or the other to give up responsibilities in the educational process and to concomitant, associated, unintended learning (see Dreeben, 1968; Jackson, 1968; and Wiseman, 1969). What Open Educators seem to be saying is that both parties must jointly assume the decision-making function in the classroom and, in complementary roles, together fashion the child's school experience, tailored to both the child's

choice of immediate goals and the teacher's long term goals for him.

Arriving then at the view that the Open Classroom is one in which child-centeredness and teacher-centeredness should be seen as two independent dimensions within the classroom situation rather than opposites of each other, Bussis and Chittenden place the open classroom in the upper right-hand quadrant of Figure 1. Thus, Open Education differs from teacher-centered, child-centered, and materials-centered approaches in that it combines all three, with both the teacher and the child determining learning goals, materials, and activities.

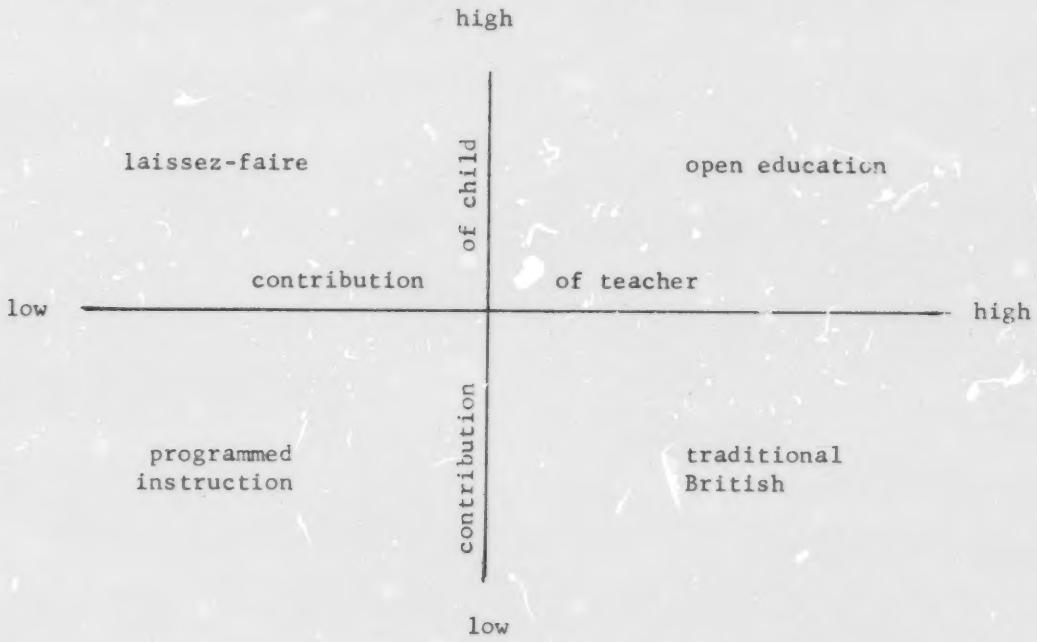
> When visiting the classrooms of good teachers one is always struck by their tendency to stand back and let the children's work be seen. The visitor will be told of the ideas suggested by the children, and success achieved by one or another child will be pointed out. Nothing will be said of their own share in bringing about a situation in which the child's ideas were accepted and used and their achievements encouraged and helped. This tendency, while it is very commendable as evidence of a teacher's unselfish interest in her pupils, sometimes misleads the inexperienced visitor who imagines that mere provision of materials and opportunities for the children have been all that was required. This preoccupation of good teachers with the children rather than themselves may explain why, when asked by research workers what they think their most important function to be, their answers reveal only a very small part of what they actually do (Gardner & Cass, 1965, p.21).

The role of the teacher in a situation which is structured both by active, decision-making children and by an active, decision-making adult calls for a more precise definition of the two roles. In practice, each teacher strives for her own definition based on her beliefs about children and the process of learning and upon her experience with the children in her class, and assisted by resource people, advisors, and colleagues.

Through "close cooperative action in all phases of the project between ETS staff and EDC Follow Through" (p. 4), Bussis, Chittenden, and their colleagues sought to immerse themselves in the life of the program, to understand the thinking and actions of its practitioners. Based on this

Figure 1

Double Classification Scheme Based On Extent to which (1) the Individual Teacher and (2) the Individual Child is an Active Contributor to Decisions Regarding the Content and Process of Learning (from Bussis and Chittenden, 1970)



experience, they proposed (pp. 29-30) conceptualizing the role of the Open Education teacher as a network of beliefs and behaviors which could be grouped for further analysis according to ten general themes or dimensions:

a) the diagnosis of learning events,

b) the guidance and extension of learning,

c) honesty of encounters,

d) respect for persons,

e) warmth,

f) provisioning for learning,

g) reflective evaluation of diagnostic information,

h) seeking activity to promote continuing personal growth,

i) ideas related to children and the process of learning, and

j) ideas related to the perception of self.

The Bussis-Chittenden framework, with certain reservations, elaborations, and implications drawn from our own thinking and observations from reading Open Education writings, appeared to be a constructive starting point for content analysis and instrument development. After beginning, we found that several of these proposed dimensions could not be analytically or operationally separated and that others required more explication. This is not meant to detract from the excellent work of Bussis and Chittenden and other writers; we are indebted to their initial effort on this difficult task. The next two sections describe our modifications of their framework.

IV

Modifying the Framework

In examining the British and American literature on Open Education we tried to find the ways in which the thinking and practices of Open Educators, as they and others describe it, reflect and fit into the framework proposed in the Bussis-Chittenden report. We were able to locate a large body of literature which presents a great deal of specific information which could usefully be organized along the lines of their dimensions, with certain exceptions. The first step in the content analysis was to select quotations from the literature indicative of each author's attention to each of the ten dimensions listed above. In so doing, the definition of each theme became more specific, concrete, and explicit.

In the complexity of the teaching-learning process, it is important to keep in mind the possible artificiality of any scheme which separates and distinguishes components as if they were unrelated and non-interactive. This section points up the complexity of the themes which we have used for analysis and calls attention to some of the ways in which each must be understood to be a part of others and of the larger Gestalt.

The Bussis-Chittenden study separated dimensions f), g), and h) -- "provisioning for learning," "reflective evaluation of diagnostic information," and "seeking activities to promote continuing personal growth" -- from the other behavioral dimensions based on an assumption that they involve behavior which occurs "outside the context of interaction with children" (p.20). It became clear to us, however, that to varying degrees, the behaviors which fall into these areas take place both in the children's

presence and when the children are not in the room. One aspect of "provisioning," for example, is deciding just when to provide. The teacher supplies a child with a book or a piece of equipment or material at a point when she estimates, as a result of watching and talking with him, that it will further stimulate his inquiry. Although she buys, orders, or scrounges materials outside of the classroom, she plans their introduction carefully; she presents the materials at the appropriate moment as she works with the children, not simply as they become available; she indicates the activities and, through her expectation and influence, provides the climate in which the children work.

Similarly, reflective evaluation: takes place both during class time and after the children have left. The teacher's actions are shaped by a combination of not only her own careful reflection and her discussions with colleagues and advisors, but also her on-the-spot evaluation of the diagnostic information she constantly collects in class. Her recordkeeping, a characteristic often mentioned in the literature, combines her constant jotting in class and her thoughtful writing about each child outside of class time.

"Seeking activity to promote continual personal growth" at first glance seems to relate simply to a teacher's participation in workshops, use of advisors, extent of education-related conversations with other adults during lunchtime and after class, pursuit of information about the community in which she teaches and about new materials and subject matter. But, more than this, Open Education is an approach to teaching which stresses the necessity of the teacher's deep and active personal involvement, change, and growth in the classroom. Even this dimension, then, which more typically

includes only extra-class activities (e.g., certifiable courses or travel to show professional growth and thus earn higher pay) must, in Open Education, be interpreted as including more than time invested during after-school hours or vacations. Seeking personal growth takes place most of all right in the classroom; and the children have much to contribute to it.

In short, dividing the ten broad themes into "with" or "without" children did not seem useful nor indeed appropriate for consideration of the pedagogical style of Open Educators. This decision led us to ask to what extent each of the dimensions might be present and observable in the classroom. Which of the many defining characteristics which our reading led us to hypothesize as behavioral and attitudinal components of the practicing Open Educator might be assessed by a sensitive but not highly trained observer -- an advisor, a resource person, a principal or headmaster/mistress, a fellow teacher, or indeed the teacher herself? Could straightforward statements describing the behaviors and attitudes of teachers, the physical appearance of their classroom, and the behavior of their children discriminate reliably between the Open and the traditional teacher?

Obviously, all the characteristics cannot be seen and accounted for through observation alone. An observer may need to interview teachers in order to check his impressions and obtain information of those specific characteristics (such as use of a resource person) which do not happen inside classrooms with sufficient regularity to make it likely than an observer would see it in a couple of visits. In addition to the observer's collection of data, the teacher, given the same series of specific, concrete statements, would be able to report her own behavior and attitudes. For each teacher, the two administrations of the instrument could then be compared.

Such a comparison would be useful, not only to researchers, but also to the teacher interested in examining her perceptions of her role as a teacher.

Several other uses come to mind. Through an observation-interview-rating-schedule/questionnaire, British and American practices might be compared. And it would be possible to relate classroom "input" and "process" variables tapped on the instrument to learning outcomes, such as cognitive achievement, interest, and involvement in the work, and self-concept.

Although separating the themes according to the children's presence or absence seemed difficult, distinguishing between the themes which pertain to the teacher's behavior and those which pertain to her internal frame of reference seemed possible and useful. In discussions of Open Education pedagogical style, considerable emphasis is placed on attitudes which influence behavior but which themselves do not represent easily observable actions on the part of the teacher. Bussis and Chittenden proposed dividing the internal resources of the teacher into two themes: i) the teacher's perception of self and, j) the teacher's perception of children, the nature of knowledge, and the process and goals of learning. In our analysis, they are treated similarly to the other themes, yet they are recognized as unlikely to yield information from observation alone. In planning instruments, information concerning this area would probably best be sought through interview and questionnaire forms.

V

Defining the Themes

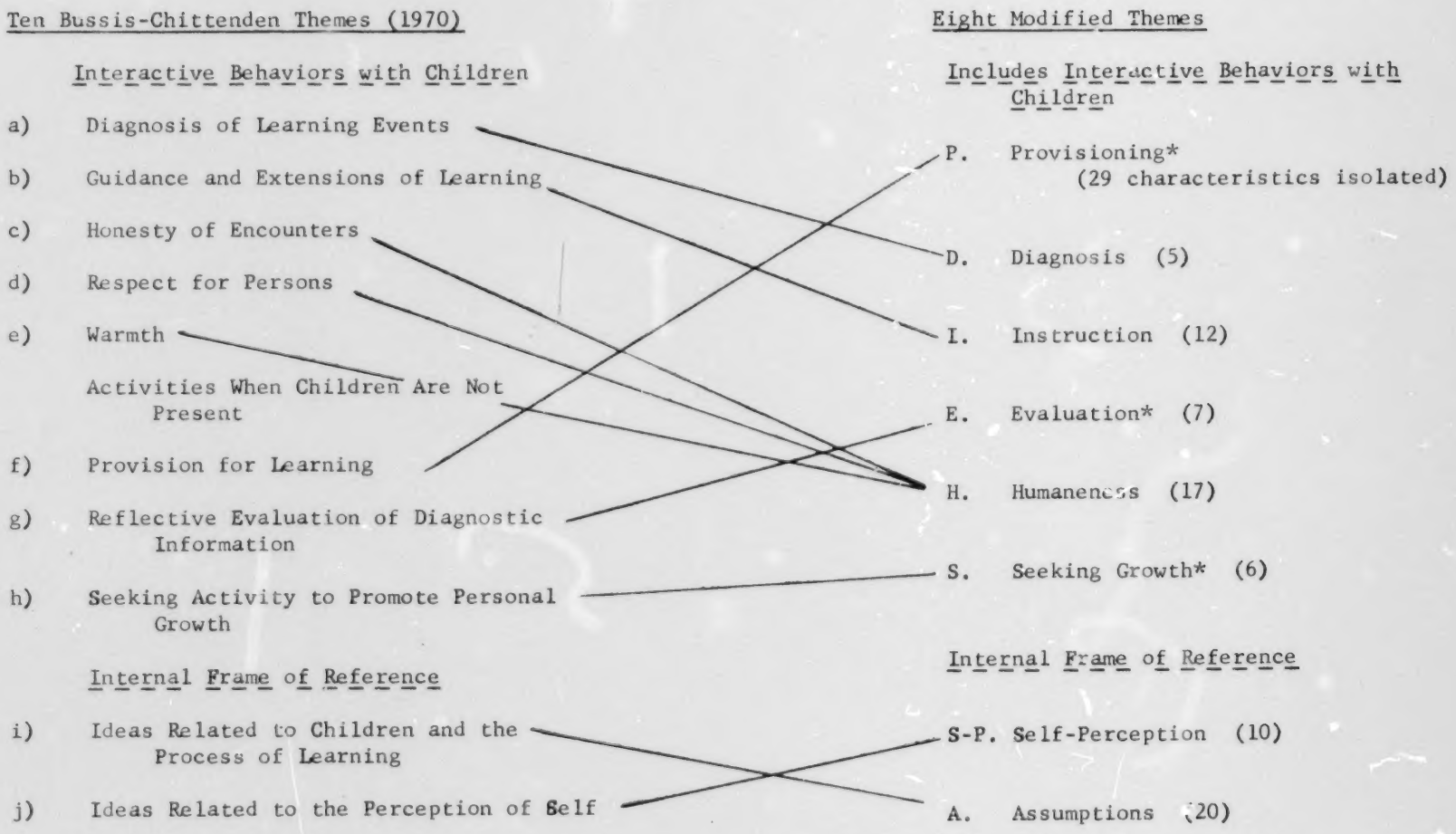
Analysis of the literature resulted in a clearer definition of what characteristics might be grouped together and thereby define each theme. This section continues to indicate those adaptations of the Bussis-Chittenden dimensions which we found necessary and sketches what is included and meant by each of the themes we decided to include. To keep the various themes and their alterations in mind, the reader may find it convenient to glance occasionally at Figure 2.

1. Provisioning. As examination of the literature provided specific content to the themes, "provisioning for learning," hereafter called "Provisioning," quickly showed itself to be the most considerable. As Bussis and Chittenden found, "The topic of provisioning has been treated extensively in this discussion, primarily because it is so central to an educational philosophy that stresses the importance of choice for children..... One major goal of provisioning is to provide opportunity for choice -- to engage children in activity which they value and find of interest" (p.37).

The teacher takes responsibility for what is in the classroom and how it affects the children's learning. Consideration of this notion led us to place under this theme not only the materials, equipment, and furniture which the teacher chooses and arranges, but also the procedures and expectations she establishes. In addition to the supplying of materials and the arranging of the room, such categories as organization of time, organization of children (grouping), provisioning for interaction among children, and promotion of climate are seen as aspects of the teachers' provisioning for learning.

Figure 2

Themes Proposed for Analysis of
Characteristics of Open Education Teachers
Conversion Figure


Ten Bussis-Chittenden Themes (1970)
Interactive Behaviors with Children
a) Diagnosis of Learning Events
b) Guidance and Extensions of Learning
c) Honesty of Encounters
d) Respect for Persons
e) Warmth
Activities When Children Are Not Present
f) Provision for Learning
g) Reflective Evaluation of Diagnostic Information
h) Seeking Activity to Promote Personal Growth
Internal Frame of Reference
i) Ideas Related to Children and the Process of Learning
j) Ideas Related to the Perception of Self
Eight Modified Themes
Includes Interactive Behaviors with Children
P. Provisioning* (29 characteristics isolated)
D. Diagnosis (5)
I. Instruction (12)
E. Evaluation* (7)
H. Humaneness (17)
S. Seeking Growth* (6)
Internal Frame of Reference
S-P. Self-Perception (10)
A. Assumptions (20)

*Note -- The themes indicated with an asterisk include activities when children are not present.

The degree to which these aspects of provisioning overlap aspects of some of the other themes we found to be very great. In the end, the distinctions among themes may not only be unimportant but may in reality be virtually nonexistent. But organizing according to themes facilitates the observer's examination of all the elements of the classroom operation. Such organization provides a means of organizing observation and analysis. What may seem arbitrary placement of some characteristics will serve to remind the observer of the complex interdependence of all the characteristics and all the themes. In a sense, from Provisioning all else follows, but at the same time Provisioning is itself a result of the characteristics which make up each of the other dimensions.

2. Diagnosis. Diagnosis of learning (Diagnosis), reflective evaluation of diagnostic information (Evaluation), and guidance and extension of learning (Instruction) are particularly interrelated. With respect to Diagnosis, the teacher becomes involved with the student's exploration of ideas as a sensitive on-looker or participating observer, or both. She views the work children do as much as opportunities for her to learn about each child, as it is opportunities for the child to learn. The teacher welcomes errors and fantasy as well as successful solutions and accurate reporting as indicators of the child's developmental concerns and thought processes. In Open Education, the importance of diagnostic information in the learning process is stressed. It determines the way the teacher guides and extends children's learning. The importance of the instructional step of constant and on-the-spot diagnosing means that teachers cannot be expected to lay lesson plans for a month or even a week ahead. A major aspect of the teacher's job is to elicit information about the development of her children from day

to day and to respond to them individually based on what she learns.

3. Instruction. The ways the teacher responds is the subject matter gathered under the theme of Instruction:

> There are few categorical statements that can be made about when and how a teacher should actively intervene to direct or redirect the course of some activity or to extend it in a meaningful way. Although teachers feel a great need for guidelines in this area, it is undoubtably the most "iffy" and "it depends" topic of all.....About the only thing that can be said with any assurance, therefore, is that the teacher is viewed primarily as a resource person whose job it is to encourage and influence.....the direction and growth of learning activity (Bussis and Chittenden, 1970, p.39-40).

It must be added that the teacher operates under the "guiding principle of encouraging choice" (p.40). The Open Education teacher can be expected to show a very high degree of individual instruction and interaction and not to be operating as the focal point in the classroom. Her instruction will be characterized by spontaneity, responsiveness, and adaptability; much of her instructional time will be devoted to listening and observing as distinguished from questioning and informing.

4. Evaluation. The theme of Evaluation in Open Education literature is seen as having two purposes. One centers on its usefulness to the student; the other on its usefulness to the teacher in her attempts to be useful to the student. Open Educators are questioning and suggesting some answers about the purpose of evaluation. The purpose of evaluation is not seen as the response to a need to compare a child's performance with certain predetermined goals or norms and report his deficiencies and strengths to his parents, future teachers, and employers. Nor is it to compare children to their peers. Nor is it seen as providing judgement which will necessarily determine his future. Rather, it is a means of providing him and those interested in his development information about the child's own growth and learning. The purpose of the information is to assist them in seeking better ways to contribute to

what he chooses to do and who he chooses to be and to help him gain the skills necessary to reach his goals.

5. Humaneness. The director of EDC's Follow Through Program pinpointed an area of particular concern to Open Educators:

> There is a general sickness that afflicts much of American education, in the suburbs as well as in the big cities. This sickness can be described most simply as the dehumanization of the educational process. (Armington, 1969, p.17).

The Bussis-Chittenden report lays particular emphasis on the qualities of "respect for persons," "honesty of encounters," and "warmth" by proposing that each be examined as a separate dimension. As we proceeded with our preliminary analysis, however, we became convinced that the characteristics which define and reflect these qualities overlap and interrelate so thoroughly, that to attempt to group them separately for observation would not only be artificial but also misleading. Respect of another person seems to necessitate dealing honestly with him, being willing to present oneself openly as simply a human being who has weaknesses and strengths and who recognizes that the other person is similarly human. Thus, the teacher is freed from the sense of needing to appear all-knowing or infallible. The child is relieved of being in the position of inferiority by virtue of his age or station. The teacher can accept her role as authority without being authoritarian, as Barth pointed out (1970, p.101). She can epitomize the proper role of authority, by winning respect and obedience based on proven ability to help and lead.

Respect and honesty are vital ingredients of another component of the Open Education classroom, trust. Ideally, the classroom is

> "a place of trust and openness, where interpersonal defensiveness has nearly disappeared, where expression of feeling is encouraged by others and accepted by the group" (Belanger et al., quoted in Kathbone, 1970, p. 87).

It is through the teacher's encouragement and personal demonstration of behavior characterized by honesty, openness, and respect for others that such a climate can flourish. These qualities apply to both the intellectual and emotional life of the child. The teacher respects and responds honestly to the work the child does, as well as the ways that he thinks, feels, and acts. Bussis-Chittenden report that

> One of the primary objectives of advisors is to communicate in every way possible the integration of feeling and thinking in behavior.... many educators feel that growth takes place only to the extent that intellectual and emotional resources are brought into play and merge in behavior (p. 48).

In a situation where expression of emotions is encouraged as part of the child's educational growth, an underlying basis of warmth of relationships is required to support healthy growth and to provide the child with a sense of the stabilizing and reassuring presence of people who accept and care for him. We have collected the characteristics which define these related themes under our fifth theme, Humaneness.

6. Seeking. An underlying motif of discussions about Open Education is the assumption that school experience contributes not simply to the child's educational development. The teacher too is beneficiary of the learning milieu she works to provide. Seeking activities to promote personal growth, as mentioned above, is obviously an integral part of the teacher's interaction with the children as well as of her life outside the classroom. Perhaps a better term to designate this theme might be "seeing opportunities to promote personal growth and making use of them."

It seems likely that in this dimension the Open Education teacher differs little from the excellent traditional teacher. The significant point is that so many writers on Open Education and others who are actually involved in the approach lay such stress on the <u>necessity</u> of the characteristics which

make up this theme. They seem to be saying that the teacher who is not seeking and making use of opportunities for personal and professional growth cannot succeed in and should not attempt Open Education.

7. Self-perception. The Bussis-Chittenden report simply states the great importance of how the Open Education teacher views herself and her own role (Self-perception) and how she regards children, knowledge, and the process of learning (Assumptions). However, discussion or elaboration of these two resource themes is not provided. Prescott (1970), in describing the fruition of the Integrated Day at her school, also indicates the importance of these themes and makes them more explicit. "Our recent changes in approach to teaching have come in response to some serious questioning on the part of our teachers about the optimum conditions for learning" (p.11). "As we read, talked, and studied, our ideas began to take shape" (p. 2). She feels that success with the Open Education approach is not possible without "a complete understanding on the part of the teacher of her changing role" (p. 16), and lists among the three "best supports" in her own growth as an Open Education teacher "the conviction within myself that what we were doing was right" (p. 5).

Self-perception and Assumptions not only intertwine with the six previous themes by laying the groundwork of, and sustaining, the teacher's actions in the classroom, but also interrelate strongly with each other, as Prescott's statements indicate. The teacher's self-perception (who she is or who she is becoming) enables her to formulate and act upon her convictions about children and education -- or, conversely, disables her from ever feeling convinced or from behaving in accord with what she professes to believe. Although traditional teachers might hold many of the same beliefs, it seems

to be the willingness to attempt to carry the implications through in the classroom that characterizes the Open Education teacher.

8. Assumptions. Assumptions which characterize these teachers' general orientation towards children, knowledge, and the process of learning include faith in children's innate curiosity, in their ability to sustain exploratory behavior, and in their capacity and right to make significant decisions about their learning. The assumptions also include a sense of the undesirability of measuring by norms and conventional tests, or of promoting competition, or of using threats or bargaining. The assumptions define desirable conditions for learning: a warm and accepting emotional atmosphere, a dependable and honest source of authority, explicit and reasonable rules, and opportunity for direct interaction with a rich and diverse environment of materials. The assumptions reject distinctions between "subjects" or disciplines and between work and play, and recognize knowledge as a personal synthesis that cannot be "transmitted."

An interesting thing about the movement is that it seems to grow out of many old truths about children and the nature of learning. The difference seems to be that Open Educators are determined to take these cliches seriously; and to structure their classrooms and their instructional behaviors, and their relationships to children accordingly, instead of trying to rationalize what they were already doing and convince themselves ex post facto that their existing practices are consistent with such beliefs.

> While different educational programs may hold similar objectives with respect to learning, they often advocate radically different methods for reaching those goals and thereby reflect different philosophies, assumptions, and life values (Bussis and Chittenden, p.61).

VI

Design of The Content Analysis

In analyzing the Open Education literature, we accumulated copious notes and selected a large body of quotations (see Appendix A) which support and elucidate each of the eight themes. This material was then further analyzed and subdivided into sets of characteristics which make up each of the eight themes. Explicit, specific statements, 106 in all, were then drafted for each of these characteristics, and general statements which are generic expressions of each of the eight themes under which each of the 106 statements can be grouped were also drafted. (See Appendix B for the resulting preliminary list.) As explained above, we recognize that a great deal of overlapping among themes, and even among characteristics grouped within themes, cannot be avoided.

The selected works of the twenty-eight authors or co-authors chosen for this content analysis were examined for their attention to each of these eight themes as defined in this report. In scoring each author for his emphasis on the eight themes (see Tables 1-4 and 6-9), a three-point scale was used. A rating of 3 indicates that the author lay heavy stress on the importance of that theme; 2 indicates moderate stress; and 1 indicates either the absence of that theme or that it received negative stress. If an author's overall conception of a theme varied significantly from that defined in this report, his work was rated a "2" or a "1" on that theme depending on the extent of the difference. For example Plato's Republic is replete with philosophical assumptions which determine the program of education he describes. These assumptions, however, are for the most part antithetical to those

espoused by Open Educators and therefore he is rated "1" on the theme of Assumptions.

Evidence for the validity of the ratings for the Open Educators and many of the other writers will be found in Appendix A. These references not only help to justify the ratings, but make the themes more concrete, specific, and explicit. Also, an inter-rater reliability check was made by two independent ratings of three authors on the eight themes. There was agreement on 23 of the 24 possible ratings; that is, on 96 per cent of the ratings, the two raters gave the same ranking on the three-point scale.

VII

Discussion of the Analysis: Open Education Literature

This section and the next are discussions of ratings of each author's work. The authors have been grouped according to the categories described in section II. This grouping facilitates comparison between those writers of similar orientation and among differing types of orientations. The four categories of writers concerned specifically with Open Education will be examined first in order to indicate the extent to which each represents the eight themes in his work. In the discussion of these ratings, some of the variation of approach and emphasis which characterizes this movement will become more clear. At the same time, the personal orientation of individual authors, and, where relevant, the constraints built into their particular work, will be considered and applied to the ratings they receive. Often such personal and contextual information is necessary in order to interpret the ratings. An overall view of the attention to these eight themes in our selection of Open Education literature will then be sketched based upon the ratings assigned to these sixteen authors or co-authors.

The four categories of writers selected for comparative purposes will be presented in section VIII. They will be discussed in chronological order from Plato to the present "affective educators." Finally, each of these latter groups will be compared to the Open Educators as a group in order to indicate areas of similarity and possible influence.

Analysts/Researchers

Since the eight themes derive from the ten proposed by Bussis and Chittenden (1970), it is not surprising that analysis of their report

resulted in high rankings (Table 1). Discussion of these categories is to be found in sections III, IV and V. Perhaps more surprising is that the two internal frameof reference themes are not rated 3. As explained in section V, although the report cited the importance of these two themes, it offered neither description nor discussion of their content or influence. In our analysis we have rated this treatment of a theme 2, indicating moderate stress. The Bussis and Chittenden report represents the conclusions of researchers who have most closely examined the thinking and practices of a specific group of Open Educators -- the participants in EDC's Follow Through Program, especially its advisors. They tapped the philosophy and experiences of a group of Open Educators who, working together, training together, have made significant contributions to the field.

The two doctoral dissertations, Barth (1970) and Rathbone (1970), represent the most ambitious efforts to examine Open Education that we found. Both authors studied all available material, visited many British "informal" or "integrated day" classrooms, conducted extensive interviews, and carried on correspondence with proponents of Open Education.

In general, their wider surveys diverge little from the emphases Bussis and Chittenden found common to the EDC advisors. Where there is less emphasis, it is only slight and, as is the case with Bussis and Chittenden's work, ratings of 2 indicate not that the authors devalued that theme but rather that it received short shrift relative to discussion and elaboration given the other themes.

Both Barth and Rathbone seem able to talk about an ideal, based upon consensus of beliefs, hopes and the best practices. Barth devotes the first sixty pages of his work to the assumptions he finds to underlie the work of Open Educators. His second chapter explores in detail the pedagogy. The

Table 1

Content Analysis of Analyst/Researchers

	Bussis-Chittenden (1970)	Barth (1970)	Rathbone (1970)	Mean
Provisioning for Learning	3	3	3	3.00
Diagnosis of Learning Events	3	3	3	3.00
Instruction--Guidance and Extension of Learning	3	3	3	3.00
Reflective Evaluation of Diagnostic Information	3	3	2	2.66
Humaneness--Respect, Openness, and Warmth	3	3	3	3.00
Seeking Opportunities to Promote Growth	3	2	3	2.66
Self-Perception of the Teacher	2	3	3	2.66
Assumptions--Ideas about Children and the Process of Learning	2	3	3	2.66
Mean	2.75	2.88	2.88	2.83

third is primarily a narrative, and in it, he contrasts this model with a thorough account of his difficulties in attempting to implement his ideals.

Rathbone compiled a comprehensive set of materials dealing with Open Education and its related assumptions. (His annotated bibliography numbers fifty-five pages.) He bases his analytic description of the movement on examination of these works and on his own observation. He shows how Open Education ideally works by describing its organizational patterns and its implicit ideology. The second half of his dissertation describes the implications of the educational approach for teacher education.

As might be expected, these two authors who attempted a comprehensive examination of this movement treated the eight themes thoroughly. This strong emphasis is reflected in the frequency with which they are quoted in Appendix A. Their works could have provided a quotation for almost every characteristic. Barth stressed seven themes very strongly; only Seeking received relatively less emphasis. Perhaps his study led him to see it as a less important aspect of these teachers. In addition, his narrative suggests that the exigencies of coping with the discouraging year of attempting to initiate and adminster an Open Education program left him and his teachers little time, desire, or energy to seek much more than rest or refuge. Nevertheless implicit in his recital of his "New Harbor" adventure in implementation is a good deal of Seeking behavior as defined by the characteristics we have listed. It is only relative to the strength of the other seven themes that this theme warrants a 2 rating.

Rathbone too places strong emphasis upon seven of the eight themes. His less emphasized theme, Evaluation, probably results from some misgivings he holds about the Open Educators' avoidance of traditional forms of evaluation and mistrust of "hard research." As he states,

> The real challenge posed by Open Education's attitude towards evaluation, of course, is an overall questioning of traditional evaluatory techniques. For when proponents of Open Education do set down the questions they would most like answered, the list does not lend itself to any simple or established system of measurement (p. 166).

Then later,

> Until [hard research] is available, one can only rely on one's subjective judgement -- tempered by thoughtful reflection and a careful reading of the available literature to determine the appropriateness of Open Education for any particular child (p. 168).

Reporters/Observers

It is interesting to note that the four sources examined as significant reporters on Open Education were unanimous in their heavy emphasis on the themes of Provisioning, Instruction, and Assumptions (see Table 2). Self-Perception, certainly a rather personal dimension and one to which a classroom visitor is not likely to have access, is least emphasized on the average. Yet despite this limitation, this theme still received a mean of over 2.

Relative to the lengthy Plowden Report (1967) and Silberman volume (1970), and even the Blackie paperback (1967), Featherstone's series of articles on British Infant Schools is very short. He skims Evaluation, Humaneness, and Seeking. More than the other reporters, he was evidently struck by the teachers' confidence in children's ability to learn through this structure and emphasized the need for such conviction. He alone, among the Reporters, gives strong stress to the theme of Self-Perception.

> The external motions teachers go through in the schools matter less than what the teachers are and what they think. An organizational change--the free day, for example, or simply rearranging classroom space--is unlikely to make much difference unless teachers really believe that in a rich environment young children can learn a great deal by themselves and that most often their own choices reflect their needs (p. 7).

Table 2

Content Analysis of Reporters/Observers

	Plowden (1967)	Blackie (1967)	Featherstone (1967)	Silberman (1970)	Mean
Provisioning for Learning	3	3	3	3	3.00
Diagnosis of Learning Events	3	2	3	2	2.50
Instruction--Guidance and Extension of Learning	3	3	3	3	3.00
Reflective Evaluation of Diagnostic Information	3	3	2	3	2.75
Humaneness--Respect, Openness, and Warmth	2	3	2	3	2.50
Seeking Opportunities to Promote Growth	3	3	2	3	2.75
Self-Perception of the Teacher	2	2	3	2	2.25
Assumptions--Ideas about Children and the Process of Learning	3	3	3	3	3.00
Mean	2.75	2.75	2.62	2.75	2.72

He viewed the teacher's internal frame of reference as a very important ingredient to successful open teaching. His lesser attention to the other three themes could be a function of his not having found them particularly important or it could be a matter of journalistic necessity of making a choice where space is limited.

Although all these authors except Silberman are reporting their observation of British practices only Silberman's treatment of these themes does not differ from theirs despite his inclusion of American efforts in North Dakota, Philadelphia, and elsewhere. Indeed, Crisis in the Classroom and Blackie's Inside the Primary School (by retired Chief Inspector of Primary Schools of thirty-three years experience in the Inspectorate) resulted in identical ratings. They both gave strong emphasis to all themes save Self-Perception (discussed above) and Diagnosis. They seem to assume the importance of Diagnosis but do not stress it as much as other themes or as do other writers. They do not consider the positive role of errors and fantasy in helping a teacher to know how to help a child in his learning. Nor do they dwell on the teacher's responsibility to diagnose each child constantly through involved observation. But they do call attention to the teacher's job of attending to children as individuals whose needs and abilities develop at different times.

> And teachers make it clear that they want to know what the children are doing, what they are thinking, how they feel, and so on (Silberman, 1970, p. 241).

> To decide just when a child is ready to learn something new requires skill and experience (Blackie, 1967, p. 38).

Humaneness is the other theme rated "2" in two of these works. Featherstone's lack of emphasis is commented upon above. One cannot help wondering whether a reason for the lesser emphasis on Humaneness in the Plowden Report

is in part the result of the inevitable impersonality of a government report. Although the Report gives attention to the need to view children as individuals and to attend to the affective aspects of their school experience, this theme receives less attention compared to others.

Advisors/Advocates

Ratings of Advisors/Advocates may be somewhat misleading because each of these authors is represented by short works written for a specific audience and aimed at dealing with a single aspect of this approach to teaching. For example, Armington's paper (1968) is a proposal to the United States government for EDC's Follow Through Program. In it he stresses the role of the advisor, which constituted the core of EDC's innovative efforts in assisting teachers to adopt an Open Education approach to teaching. He sees advisors as a crucial part of the success of the Open Education approach and bases his conception of them upon the role of the advisors in Leicestershire. "One important agent in the growth of the Leicestershire schools during the past two decades has been the 'Advisory Center'" (p. 3). His paper includes an outline of the key elements of the open classroom which is clear and surprisingly inclusive given its brevity; hence the high ratings for seven of the eight themes. He does not, however, include any mention of Evaluation. Although this omission may reflect an absence of concern for describing appropriate forms of evaluation, it is also possible that in so short and specific a piece, a less valued theme falls by the wayside.

Hawkins (1967) is clearly a case of an author focusing on a single central idea. His is not a paper on Open Education, but rather a philosophic statement about his concept of the core of teaching and learning, "the relationship between the teacher and the child and a third thing... that has to be there and that completes the triangle: (p. 1). Open Educators

Table 3

Content Analysis of Advisors/Advocates

	Armington (1968)	Hawkins (1967)	Yeomans (1969 a,b)	Mean
Provisioning for Learning	3	3	3	3.00
Diagnosis of Learning Events	3	3	2	2.66
Instruction--Guidance and Extension of Learning	3	3	3	3.00
Reflective Evaluation of Diagnostic Information	1	1	2	1.33
Humaneness--Respect, Openness, and Warmth	3	2	1	2.00
Seeking Opportunities to Promote Growth	3	1	3	2.33
Self-Perception of the Teacher	3	1	3	2.33
Assumptions--Ideas about Children and the Process of Learning	3	3	3	3.00
Mean	2.75	2.12	2.50	2.47

see this paper as a key statement, central to any understanding of instruction. But there is no intention on Hawkins' part to deal with more than one, albeit crucial, aspect of the teacher's performance. Nevertheless, in discussing it, he does include strong emphasis on half of the themes. These, the themes most closely tied to the teaching-learning relationship he is considering, are Provisioning, Diagnosis, Instruction, and Assumptions. In addition he touches on Humaneness.

One of Yeoman's pamphlets, The Wellsprings of Teaching (1969), describes a summer workshop for teachers preparing to teach according to the practices and beliefs of the "integrated day." The other is to interest educators in the integrated day as an approach to primary education. Both are brief and include practical information such as lists of suggested materials and equipment and descriptions of the day-to-day programming of the workshop. The Wellsprings of Teaching is the source of high ratings on the themes of Seeking, Self-Perception, and Assumptions. Both booklets stress Provisioning and Instruction.

In summary, these ratings probably reflect only in part these authors' considered estimate of the nature and importance of each of these eight themes. Despite these limitations and possible distortions, however, these authors still unanimously stress the themes of Provisioning, Instruction, and Assumptions as they are presented in this report. Evaluation receives least attention.

Practitioners

Not surprisingly, the practitioners strongly agreed on the importance of the theme of Instruction (see Table 4). As noted earlier, a distinctive aspect of the Open Education approach is the concept of an active teacher.

Table 4

Content Analysis of Practitioners

	Cazden (1969 & 1971)	Brown & Precious (1969)	Prescott & Raoul (1970)	Howard (1968 & 1971)	Richard-son (1964)	Marshall (1966)	Mean
Provisioning for Learning	3	3	3	3	2	2	2.66
Diagnosis of Learning Events	3	3	3	2	2	2	2.50
Instruction--Guidance and Extension of Learning	3	3	3	3	3	3	3.00
Reflective Evaluation of Diagnostic Information	3	3	3	2	3	1	2.50
Humaneness--Respect, Openness, and Warmth	1	3	3	3	3	3	2.66
Seeking Opportunities to Promote Growth	3	3	3	2	2	3	2.66
Self-Perception of the Teacher	2	3	3	2	3	2	2.50
Assumptions--Ideas about Children and the Process of Learning	3	3	3	3	3	2	2.83
Mean	2.62	3.00	3.00	2.50	2.62	2.25	2.66

The open classroom is conceived of as teacher-centered and child-centered; both are crucial to instruction. The touchstone of this concept is Hawkins' formula: "I, thou, it." These practitioners unanimously stress and elucidate just what open teaching means for them in terms of how they go about helping children to learn. This responsibility includes sensitive responding to the needs, interests, and readiness of each child as an individual and respect for his wishes and capacity for intelligent decision making. Permissiveness or pure nurturance is not to be found in the mode of instruction these teachers practice.

Aside from Cazden's low rating, Humaneness is another theme on which these practitioners place very high stress. Cazden, based on her second visit to British informal classrooms, concentrates on methods and approaches to language instruction. It is both analysis and catalogue. In it, the first four themes are certainly present, as are Seeking and Assumptions. Humaneness and Self-Perception were perhaps of less interest to her since she concentrated on language acquisition and reading development. The rating of 1 on Humaneness is based upon the almost total absence of this theme in the interview of the headmistress of Gordonbrock school (1969).

Brown and Precious (1969), heads of associated infant and junior schools, describe the ways in which the "integrated day" has been interpreted in practice in their schools. Their book reads like the primer of Open Education. It combines bold and rather absolute assertions with details, descriptions, even diagrams, which are both evocative and practical. All eight themes are emphasized, hardly any characteristic goes unexpressed.

Similarly, Prescott and Raoul (1970), Americans who were trained by educators from Leicestershire, emphasize each of the eight themes as they are defined in this report. Their publication, like the book by Brown and

Precious, offers many more quotations than we have been able to include in the Appendix.

Howard, too, has been engaged over the past several years in the development of Open Education in his school. While Mrs. Prescott and Miss Raoul have been working with a limited number of classrooms in a private school, he has been an administrator in a city public school system. The children of his school, however, at the program's inception, were often poor, and accustomed to years of neglect and inadequate education which has led to community resentment and desperation.

> In the formative months of the Boardman School program,...it became evident that something had to be done about the deplorable condition of the school's image (p. 8).

Which of these differences or combination of differences account for the relatively lower emphasis he places on the themes of Diagnosis, Evaluation, Seeking, and Self-Perception can only be hazarded. His conception of the other four themes, Provisioning, Instruction, Humaneness, and Assumptions agrees with that presented in this report and he stresses their importance.

The other two authors we selected for analysis as practitioners are less clearly a part of this educational movement (at least at the time of writing their books). Marshall and Richardson are unique and exceptional teachers who, working on their own, in the relative isolation of "one room" country schools developed their own styles and convictions. They resemble Sylvia Ashton-Warner (1963) or Margaret Langdon (1961) more than practitioners who have worked in the context of systems and colleagues, whether these were supportive or confining. Mrs. Marshall taught for eighteen years in a village which "was really too rural and off the map to attract many suitable candidates" (p. 13); Richardson for twelve years in a little school on the northern tip of New Zealand. Their books relate their growth as teachers,

the experiences they and their children shared, and reveal the underlying convictions which grew in them as they taught.

Mrs. Marshall especially stresses the themes of Instruction, Humaneness, and Seeking. She also emphasizes Provisioning, Diagnosis, Self-Perception, and Assumptions in describing herself, her teaching, and the children with whom she worked. Richardson's book is rated 3 on five themes. He gives relatively less emphasis to Provisioning, Diagnosis, and Seeking. These somewhat lower ratings on Provisioning perhaps reflect the isolation of the two teachers' schools from sources of materials other than what the environment provided and what a meager "supplies allowance" could purchase from a limited provincial market or school supplies list. Similarly Richardson had little opportunity for courses, colleagues, or advisors from which to seek opportunities for growth. He did, however, take advantage of the natural resources of his area and experimented with them. Both teachers made extensive use of the natural resources of their immediate surroundings. Outings are very frequent; children study local history first-hand through investigation and interviewing. Both found art to be the natural source from which their children's learning developed. In their vision and practice of Instruction, art is integral, to stimulate and reinforce children's learning.

These teachers seem to be a special breed and they differ somewhat from practitioners who are a conscious part of the Open Education approach.

Summary

Overall, (see Table 5) those writing about Open Education are unanimous in strongly emphasizing the theme of Instruction as it is defined in this report: the teacher's active role in guiding and extending children's learning, based

Table 5

A Summary of

Attention to the Eight Themes

In the Open Education Literature

	Mean
Provisioning for Learning	2.88
Diagnosis of Learning Events	2.63
Instruction--Guidance and Extension of Learning	3.00
Reflective Evaluation of Diagnostic Information	2.38
Humaneness--Respect, Openness, and Warmth	2.56
Seeking Opportunities to Promote Growth	2.63
Self-Perception of the Teacher	2.44
Assumptions--Ideas about Children and the Process of Learning	2.88
Mean	2.68

upon individual attention and involvement with the child and upon encouraging children's independence and exercise of real choice within a framework of long term goals. In addition, of the sixteen authors or co-authors analyzed, fourteen similarly stressed the theme of Provisioning for Learning. In order for children to share with the teacher the central role in their own instruction, they must be provided with the appropriate range and richness of materials and with conditions (of grouping, timing, emotional atmosphere) which maximize their ability to learn at their own rate and in their own ways. Fourteen of the sixteen rated 3 on Assumptions also. Bussis and Chittenden stressed the importance of this theme but did not describe it explicitly. Mrs. Marshall seemed to understand and agree with the Open Education assumptions described in this report, but she neither spelled them out nor particularly stressed them. Diagnosis, Seeking, and Humaneness all receive sufficient emphasis to average over 2.5 in the analysis of this literature. In general, the authors agree upon the importance of these three qualities of the teacher but they rate below Instruction, Provisioning, and Assumptions in importance. The theme of Evaluation receives least attention overall in this literature, a point which is reflected no doubt in the accusations of "irresponsibility" leveled against this movement by its critics.

The overall mean of all eight themes is 2.68, indicative of the generally strong emphasis and agreement to be found in this literature on these eight aspects of teaching. Not even the lowest theme fell below an average of 2.35.

VIII

Discussion of the Analysis: Comparative Literature

Four categories of writers were selected for comparison to those specifically concerned with Open Education. The three writers of historical importance represent educational theory during the period from 4th century B.C. through the 19th century. In the 20th century we have selected three orientations which warrant comparison to Open Education. The first of these three categories is the "Progressive Educators." Like the writers of historical importance, they form part of the background from which Open Education developed. The other two categories, Popular Critics and Affective Orientation, are generally contemporary with Open Education. The way in which their points of view mirror and differ from those of Open Education is reflected in this content analysis.

This section examines the results of the content analysis of each of the selected works from these groups and concludes with a comparison of each group to the Open Education authors as a whole.

Writers of Historical Importance

The ratings for Plato (see Table 6) are based on the relevant sections of Cornford's translation of The Republic, Plato's vision of an ideal society. Plato's views on education are developed in the context of a utopian society and reflect the experience and world view of his own society.

Table 6

Content Analysis of Writers of Historical Importance

	Plato (1945)	Rousseau (1956)	Tolstoy (1967)	Mean
Provisioning for Learning	1	2	2	1.66
Diagnosis of Learning Events	1	1	2	1.33
Instruction--Guidance and Extension of Learning	1	3	2	2.00
Reflective Evaluation of Diagnostic Information	1	1	2	1.33
Humaneness--Respect, Openness, and Warmth	1	3	3	2.33
Seeking Opportunities to Promote Growth	1	1	2	1.33
Self-Perception of the Teacher	1	3	3	2.33
Assumptions--Ideas about Children and the Process of Learning	1	3	3	2.33
Mean	1.00	2.12	2.38	1.83

On all the themes defined in this report, Plato is rated 1. His assumptions and emphases are the antithesis of those of Open Education. Plato's educational ideas refer to the training of a specific, selected group of people. The future Guardians are to have particular functions in the ideal society, that is, to protect the state and rule with wisdom. For this role, there is a long training, starting in early childhood and continuing through the age of fifty. Secondly, there is for Plato an ultimate end of all education: "insight into the harmonious order of the whole world" (Ed. note, p. 88). He assumes 1) a clearly defined and circumscribed training for a particular function in an apparently static society and 2) an "ultimate end" for education in the form of a specific belief about the nature of the world. These assumptions contrast with the ideas about knowledge and the process of learning found to be characteristic of Open Education (see Appendix A).

Other Platonic beliefs about education are rooted in these first assumptions. For the development of good and wise men and women, Plato believes that early education must be strictly regulated. Only stories of certain content and moral standards should be allowed; only certain poetry, music, and drama, suitable in form and content for the moral development of children should be permitted. And learning is sharply divided into subject matter areas.

Plato's scheme is authoritarian, with little scope for the development of individual differences, the making of real choices by children; the encouragement of a child's independence, initiative, or self-expression. As Socrates explains to Glaucon:

> --And the beginning, as you know, is always the most important part, especially in dealing with anything young and tender. That is the time when the character is being moulded and easily takes any impress one may wish to stamp on it.
> --Quite true.
> --Then shall we simply allow our children to listen to any stories that anyone happens to make up, and so receive into their minds ideas often the very opposite of those we shall think they ought to have when they are grown up?
> --No, certainly not.
> --It seems, then, our first business will be to supervise the making of fables and legends, rejecting all which are unsatisfactory; and we shall induce nurses and mothers to tell their children only those which we have approved, and to think more of moulding their souls with these stories (p. 68-69).

Even direct interaction of a child with manipulative and environmental materials and with other children is not considered valuable.

Some passages, however, seem to suggest that the ideal society should allow each person to develop and work "according to his nature." Socrates reminds Glaucon,

> You remember how, when we first began to establish our commonwealth and several times since, we have laid down, as a universal principle, that everyone ought to perform the one function in the community for which his nature best suited him (p. 127).

But it is clear from the context that Plato has in mind social classes highly differentiated by function.

In drawing up "a scheme showing how, and to whom, these studies are to be allotted," (256), Socrates cautions that education should not take the guise of compulsory instruction because for the

> --free man, there should be no element of slavery in learning. Enforced exercise does no harm to the body, but enforced learning will not stay in the mind. So avoid compulsion, and let your children's lessons take the form of play. This will also help

you to see what they are naturally fitted for (p.258).

Play would seem to suggest freedom, but it is clear from the context that it is only a means to a fixed end, what some educators now call a "hidden agenda." In short, his assumptions of a "universal principle," of people being selected for "one function," of a static nature of the individual in a static society all undercut the asserted freedom to learn.

With regard to Provisioning, Instruction, Diagnosis, and Evaluation, Plato does not advocate considering the individual child's feeling or reasoning processes. The implicit principle of the Socratic Dialogue suggests the teacher's guiding the student to a previously decided upon answer through a pre-determined series of steps. This mode of instruction is far from a common search; the teacher appears to exercise full control, almost tricking the student into "discovery"of the truth. Furthermore, like most of the rest of the instruction he assumes it is grounded totally in verbal exchange, presentation of concepts rather than providing for direct experience.

As to who and what the teacher should be, Plato assumes a good and wise person. Particular characteristics similar to those which define our themes of Seeking and Self-Perception are not mentioned. The teacher is nondescript; teaching, when described, is usually in the passive voice: "We have now distinguished the kinds of stories that may and may not be told" (p.79).

In Emile (trans. 1956), Rousseau assumes that human nature is essentially good and that each individual's learning proceeds idiosyncratically. His views are in general agreement with those which constitute the themes of Assumptions, Self-Perception, Humaneness, and Instruction.

Rousseau assumes that children possess a natural curiosity and goodness

which is suppressed and fettered by the kind of society they live in and the kind of education they receive. He believes that children learn best when they are involved in what they are learning and that their lessons should derive from their own exploratory interests. The teacher should facilitate learning by asking questions and directing attention to new areas, but the starting point should be the child's interests. Rousseau states explicitly that children should be respected as individuals and treated with kindness and courtesy. The teacher must restrain himself from intervening too soon, and must be able to follow the child's lead and point him to other sources of learning besides the teacher.

The characteristics which make up Rousseau's concept of proper Instruction follow from these assumptions and, like them, mirror those found in Open Education. According to Rousseau, Instruction should be based upon direct experience in the world and not on verbal conceptualizings which have no basis in concrete experience. Rousseau especially emphasizes the world of nature as providing the appropriate setting and materials for learning. Instruction should be individualized; Rousseau's ideal in Emile is portrayed as the tutor. The teacher should pay attention to what the child is understanding and what he wants to learn. Instruction should not be divided into curricular or subject matter units, pre-selected as important by an authority. Rather learning should be of a piece, one question or interest leading to another.

Provisioning is rated 2 because Rousseau talked about the necessity for the teacher to provide materials for the child to choose from -- to provide, for example, walks in the woods which would arouse and stimulate a child's curiosity. However, since his theory presupposes a one-to-one situation in a natural environment, rather than a classroom and a peer

group, the provisioning for interaction with other children, for activity areas and organization of classroom space, for profusion and diversity of books, equipment and materials was absent.

Regarding the themes Diagnosis, Evaluation, and Seeking, the rating of 1 reflects the lack of any emphasis in Emile on these aspects of the educational experience, at least as conceptualized by Open Educators. Evaluation seems to be accomplished implicitly over a long period of time, but Rousseau does not state explicitly the principles on which evaluation should be based. He does not talk about keeping notes about the child's development or collections of the child's products or creations; nor does he speak of or demonstrate pondering over diagnostic information in a search for more effective ways of teaching. Similarly, the belief that the teacher would seek new materials and ways of helping the child to learn is only implicit at best.

The ratings for Tolstoy are based on his "pedagogical articles" which appeared in the periodical, Yásnaya Polyána in 1862 and were collected in 1967 under the title On Education. Like Plato and Rousseau, Tolstoy wrote on education within a larger philosophical context. Unlike the two earlier writers, however, he directed his attention specifically to the classroom situation and the practice of teaching children in a group, and his ideas were derived from his own experiences teaching children in this way.

Tolstoy's views generally agree with the characteristics of Open Education in the themes Assumptions, Self-Perception, and Humaneness, and he gives much importance to these themes in his articles. Where Rousseau and Plato see education as serving specific "ultimate aims" for the society, Tolstoy envisions developing individuals in a changing society: education

should enable the individual to live creatively within a given society, or to change that society. Tolstoy believes that education should help to nurture "the free and individual human spirit, which has its own sense of direction" (intro., ix). He emphasizes that students should not be compelled to study any particular lesson, that the teacher must experiment with many different methods of instruction until those which fit the student's needs develop, that the children must be allowed to find their own ways of learning, and that it is the children's interests which should form the starting point for instruction.

The teacher should perceive himself as an attempter, a continual learner,

> Every teacher of reading must...endeavour to find out the greatest number of methods, employing them as auxiliary means; must, by regarding every imperfection in the pupil's comprehension, not as a defect of the pupil, but as a defect of his own instruction, endeavour to develop in himself the ability of discovering new methods...as the business of teaching is an art, completeness and perfection are not obtainable, while development and perfectibility are endless (p. 58-59).

He trusts children's ability to operate effectively and feels comfortable about children exercising choice and about modifying plans.

Tolstoy believes that children should be free to work out their own conflicts with each other, and that they can do it better than when an adult intervenes. He shows in his descriptions of incidents at his school his serious attention to and respect for children's feelings. Above all, Tolstoy feels, in reaction to the predominant ethos of his day, that a happy spirit is not an enemy in school.

With respect to the other five Open Education themes, Tolstoy is rated 2. There is evidence that he would agree with the characteristics which define Seeking, but prime importance is not given to this theme. The teachers talk with each other each Sunday, compare notes about the

previous week, and make tentative plans for the following week. Tolstoy also notes that out of conversation among parents and teachers, the whole school changed from the one he began describing six months earlier.

The themes of Diagnosis, Evaluation, and Instruction rate 2 because, although he gives importance to them and generally agrees with the Open Education characteristics which define them, there is not as much actual evidence of child initiative and attention to the pupil's individual needs in these areas as is given by Open Educators. The instructional context at Yásnaya Polyána appears to be one of a teacher-directed instruction and discussion, with children free to participate or not as they choose. "Subjects" are defined, and although there is a flexibility about scheduling, it seems to be based more upon group decision than individuals. "Arithmetic can turn into geometry, and history into grammar," but the learning process does not really seem inter-disciplinary in the integrated sense described by Open Educators. Instruction is not based in a pupil's interaction with materials. It is the teacher's job to find ways of motivating his students, which he can do partly by his own enthusiasm for the subject he is teaching and partly by using a variety of "methods."

Regarding Evaluation, it is clear that Tolstoy reflected on what was happening in his school, and why it happened. The best evaluation of the children's learning, he says, comes not from tests:

> Moreover, I have convinced myself in practice that there is nothing more injurious to the development of the child than that kind of single questioning and the authoritative relation of teacher to pupils, arising from it.....They completely convinced me that the recitation of lessons and the examinations were a remnant of the superstitions of the mediaeval school, and that with the present order of things they were positively impossible and only injurious (pp.294-295).

Proper evaluation comes through observing in the classroom over a long period.

> If an outsider wants to judge of the degree of that knowledge, let him live awhile with us and let him study the results of our knowledge and their applications to life (p. 296).

The teacher should submit himself as well as his students to evaluation. The teachers take notes during the week and meet to discuss plans. Whether or not these notes relate specifically to the development of each individual child is not clear. Throughout his articles Tolstoy reflects on what the children were learning and how they were learning; he evaluates himself and how his school is working.

Provisioning rates a 2 because there is no mention of manipulative or environmental materials to which the children have free access. However, children of many ages and abilities learn together. They teach each other, and there appears to be much voluntary grouping and regrouping of children according to interests. Tolstoy speaks too of the necessity of a great variety of books which will stimulate and sustain interest in reading.

Progressive Educators*

Clearly, many of Open Education's antecedents lie in the Progressive movement. The strong showing (see Table 7) made by the three representative works selected for our analysis reflect this affinity. These authors therefore warrant extensive discussion here.

To speak of educational theory and practice and avoid John Dewey and his legion of followers is tantamount to teaching physics without atomic theory and evolution minus Darwin. Within the main themes of what became known as Progressive Education, there are differences and conflicting

---

*We thank Professor Maurice J. Eash for conducting the content analysis of the Progressive Educators and drafting most of this section.

Table 7

Content Analysis of Progressive Educators

	Dewey & Dewey (1915)	Rugg & Shumacker (1928)	Sheehy (1954)	Mean
Provisioning for Learning	3	3	3	3.00
Diagnosis of Learning Events	3	3	3	3.00
Instruction --Guidance and Extension of Learning	3	3	3	3.00
Reflection Evaluation of Diagnostic Information	2	2	2	2.00
Humaneness--Respect, Openness, and Warmth	3	3	3	3.00
Seeking Opportunities to Promote Growth	1	1	2	1.33
Self-Perception of the Teacher	2	2	3	2.33
Assumptions--Ideas about Children and the Process of Learning	3	3	3	3.00
Mean	2.50	2.50	2.75	2.58

interpretations, to be sure, but as set out early in the 1900's, these themes have a ring of consistency which permits us to follow them through not only as a theory but in description of practice. The testing of ideas by their consequences meant that theory did not remain in the realm of the abstract but was quickly moved into the world of practice--hence the activist stance of Progressives on many fronts has left a rich catalogue of practice available for analysis.

The three Progressives and their work selected for their analysis range over the past seventy years. Their careers were intertwined at Teachers College, Columbia University, and the influence of Dewey remains pronounced in the latest publication in our analysis. The book by Dewey used in this analysis, Schools of Tomorrow, published in 1915, contains a rich combination of descriptive practices of public schools, educational theory, and criticism. It is undoubtedly one of Dewey's clearest statements on Progressive Education, with salient illustrations drawn from public schools visited by his daughter, Evelyn.

While at Teachers College, Rugg worked in the Lincoln Laboratory School in developing curriculum and putting Progressive theory to test. The Child-Centered School was an early influential statement in disseminating Progressive Education ideas among the profession.

Emma Sheehy's textbook The Five's and Six's Go To School has been widely used in training teachers for early childhood education. In a manner similar to the Dewey and Rugg documents, she puts theory into practice, though the theory is more implicit, as she addresses her audience of teachers with detailed descriptions of program activities.

Within these three books the themes of Progressive Education run true. In the concern for brevity only six are briefly sketched.

(1) Education, to be effective, must be compatible with the natural growth of the child. This root assumption, which Dewey admitted came from Rousseau, was at the heart of the Progressive theory and practice. Education was natural development and would occur rapidly if appropriate settings, equipped with physical and human resources, were provided. Distortion of the educative process came about when adult values and interests were imposed and arbitrary and abstract subject matter was substituted for experience.

(2) Free movement, physical activity, and the affective component were as much a part of education as cognitive and intellectual processes. Therefore, activity units requiring construction, use of drama, and other physical expression were central to the curriculum. "The whole child", a much maligned concept, was to be involved in the school.

(3) Wholeness was emphasized. The life of the school was not divorced from the life outside. Moreover the quality of living in the present was seen as the best preparation for life in the future and education and life experience were to be inseparable.

(4) Learning by doing was a part of natural education and the primary method by which children learned. Therefore activity units based on children's experience were developed and teachers used subject matter content as it applied to the problems students encountered. Through the establishment of activities such as stores, students learned arithmetic and language.

(5) Activities in which children engaged in school were not to be pursued capriciously, but were to reproduce selectively the conditions of real life within the boundaries of students' understanding. The school was to assist the child in moving toward the desired status of maturity and responsibility as an adult. In the setting of the activities, their direction

and evaluation the teacher became a crucial figure.

(6) Within the school there must be concern for children making choices and evaluating consequences. These were essential conditions for a free citizenry. There was a connection between education and the development of democratic values, with the school acting as an agency for the society.

These themes, with variations, have a long history in their evolution and reflect a myriad of practices. Though they proved sometimes difficult to carry out in practice, they have been persistent. Whatever form they may take, regardless of the label they wear, the role of the teacher is paramount. Since they are so heavily dependent upon the setting of an educational environment, the teacher becomes a significant variable in establishing the conditions where children can operate. In the same way, the weakness of teachers, lack of consistent theory, limitations of personal and professional resources have contributed to the perversion of these main themes and the challenge of their usefulness.

Open Education obviously has historical roots in Progressive Education. An ignorance of its antecedent foundations closes it off from a knowledge of the fatal practices which plagued progressive education and placed it in disrepute for a number of decades. Kathbone (1970) warns wisely: "an understanding of both the similarities and the differences [between Open Education and the Progressive movement] might alert American proponents to potential resistances as well as predict the most receptive groups of parents and schools" (1970, p. 163). Barth sees Progressivism and Open Education as differing along a few important lines.

> Many have even called open education a neoprogressive movement (although its emphasis on the cognitive development of the child, upon a rich availability of materials, and upon the complex, difficult role of the teacher, distinguish one from the other) (1970, p. ix).

Popular Critics

Holt's two books, How Children Fail (1964) and How Children Learn (1967), presented a more difficult rating task (see Table 8). The former is composed of notes and anecdotes written while Holt was teaching and observing in an elementary school between 1958 and 1961. The book contains reflections on the teaching-learning process with individual children, criticism of the organization of contemporary schools, and questions with implications for how the situation should be changed. Although Holt does mention the Leicestershire schools, he does not make explicit or detailed recommendation for how a school or classroom should be organized to facilitate the real, as disctinct from the apparent learning he thinks schools should foster.

In How Children Learn, Holt "tries to describe children--in a few cases adults--using their minds well, learning boldly and effectively" (forward, p.viii). It too is anecdotal in form and deals primarily with pre-school children. The book disappoints expectations suggested by its title, which complements that of the earlier book, because it does not address itself to the issues and questions raised in that book of how schools should and could better facilitate learning. Thus there is little in this book which is relevant to the Open Education themes presented in this report, and the ratings for Holt are therefore based primarily on How Children Fail.

On Diagnosis, Evaluation, Humaneness, and Assumptions, Holt is rated 3 for the importance he gave to these themes and the general agreement of his views with the statements which define these themes. The form of his books themselves reflects a continuing jotting and evaluation of what was going on in the classroom or in learning activities. Holt ponders (as much as several years) over why a specific child makes a certain error or rejects

Table 8

Content Analysis of Popular Critics

	Holt (1964 &1962)	Kohl (1967 & 1969)	Mean
Provisioning for Learning	2	3	2.50
Diagnosis of Learning Events	3	2	2.50
Instruction--Guidance and Extension of Learning	2	3	2.50
Reflective Evaluation of Diagnostic Information	3	3	3.00
Humaneness--Respect, Openness, and Warmth	3	3	3.00
Seeking Opportunities to Promote Growth	2	3	2.50
Self-Perception of the Teacher	2	3	2.50
Assumptions--Ideas about Children and the Process of Learning	3	3	3.00
Mean	2.50	2.88	2.69

an activity. He devotes five pages to a description and careful explanation of how a child uses her materials to do her own correcting, not needing or wanting a teacher to point out her errors for her (1967, pp.98-103). In several places, Holt expresses strong feelings for reflective evaluation and against testing in the traditional sense for evaluation purposes, because he believes both that tests do not show what the children know and that they engender fear and block learning. His reports show attentive observation of what particular children are doing, for example working with Cuisenaire rods, both to diagnose what the child knows and can do, and to estimate why the child has made a particular mistake or is stumped at a particular point. Compared to his especially strong emphasis on Diagnosis and Evaluation, the other two strongly emphasized themes seem weaker but still rate 3. On Humaneness, Holt underlines the crucial role that he believes the teacher's sincere respect for the children plays in their learning. Such respect not only for normal, but also for retarded children is considered. Holt's Assumptions correspond to those stated in the Open Education characteristics, for example that there is no set body of knowledge that should be "transmitted" in schools:

> The notion of a curriculum, an essential body of knowledge, would be absurd even if children remembered everything we "taught" them. We don't and can't agree on what knowledge is essential (p.175).

or that children should learn at their own rate from their own concrete experiences:

> What we ought to do is use these materials to enable children to make for themselves, out of their own experience and discoveries, a solid and growing understanding of the ways in which numbers and operations of arithmetic work. Our aim must be to build soundly and if this means that we must build more slowly, so be it... The work of the children themselves will tell us (p.120 1964).

On Seeking and Self-Perception, Holt is rated 2. Although his views in general coincide with those defined in this report, there is not as much specific attention and importance given to these aspects of the teacher's role. Implicitly, from references to walks outside the school, conversations with parents, and occasional mention of colleagues, it is apparent that Holt as a teacher did seek opportunities for growth in the ways defined in this report. For Holt it seems implicit that the self-perception of the good teacher includes trust that the children can learn independently, an ability to restrain himself from interfering out of his own needs rather than the child's and a sense of himself as a continual learner. Explicitly, however, these characteristics are not discussed.

On the themes Instruction and Provisioning, Holt is rated 2 because of his descriptions, although coinciding with some of the characteristics which define these themes, do not seem to coincide with others. For example, although there is much emphasis on the diagnostic aspect of Instruction, encouragement of real choice and independence and the interdisciplinary nature of learning are less apparent in his descriptions. Holt describes classroom problems and tasks which appear to be teacher initiated. Although there are many references to teaching, it is apparently in the context of the whole group doing generally the same thing at the same time. With respect to Provisioning, Holt mentions the use of some manipulative materials, but does not give enough emphasis to their importance or range to outweigh the lack of mention of other kinds of materials, or of the children voluntarily grouping and regrouping, or of many activities going on simultaneously, or of flexible scheduling to be rated more than 2.

The ratings (see Table 8) for Herbert Kohl are based on 36 Children (1967) and The Open Classroom (1969). The first book describes a teaching experience

in a class of American sixth-grade children, while the latter is "a handbook for teachers who want to work in an open environment" (p. 15). In it, Kohl gives attention and emphasis to each of the eight themes defined in this report. He is concerned with how change can come about as well as the direction that the change should take. His attention is to how teachers can change their classrooms and themselves. The Open Classroom anticipates their problems and frustrations, and presents possibilities and strategies for recognizing and working through them.

Consistent with his interest in the teacher's change, his work shows much emphasis on Self-Perception and Seeking. He sees a need to build teachers' trust of themselves and of children, and to encourage and assist them to get in touch with colleagues and parents about what they are doing.

Particular sections of this book are devoted to the theme of Evaluation. Kohl makes explicit his lack of faith in tests and his belief that note-taking and observation of each child and the quality of his particular work is crucial to evaluation. Further he sees evaluation as necessitating reflection as well as data-collection. And from such thoughtful reflection arises the instruction the teacher decides upon for each child.

> Evaluating student work calls upon the teacher to make critical judgments.....it is one thing to say a word is spelled incorrectly or an addition is wrong, and another to understand why a particular child made a particular mistake the moment it was made. The latter requires considerable perception and judgment, and can more effectively help a student to learn than a mere cross or a zero (1969, p. 109).

Although Diagnosis receives less emphasis compared to the other seven themes, Kohl does recognize its importance to Instruction and stresses the role of teacher as acute and constant observer.

> To plan intelligently, the teacher must observe the class and assess what is happening: who is interested in what, who isn't, what directions the students are moving in....Planning in a non-authoritarian classroom must be based on the possibility of abrupt changes (1969, p. 59).

The necessity for openness, respect, trust, and warmth in relations with the children and in the atmosphere of the classroom as a whole runs through both books. He especially stresses that the teacher should be a real person with feelings and needs. He should minimize those classroom practices which set him off as privileged. Kohl's ideal teacher hangs his coat among those of his students, turning "the teacher's closet" over to the class for storage of materials.

The theme of Instruction was somewhat difficult to rate for Kohl, partly because his focus of attention was not on primary education, so that the characteristics pertaining to this theme seem not entirely relevant at first glance. He was rated 3 because he gives importance and emphasis to Instruction per se and his vision of the nature of Instruction stresses the characteristics pertaining to becoming diagnostically involved with each child and extending his interests and activities, to enabling a class to engage in several different activities simultaneously and in small self-selected groupings, to crossing traditional subject matter boundaries, and to providing students with ample materials. "One cannot ask pupils to be free or make choices in a vacuum. There is no limit to what can be brought to class to enrich the environment" (1969, p.99).

Affective Orientation

Affective educators, according to Terry Borton (1970), are developing a new field which aims at "balancing the traditional emphasis on skills and cognitive information with an explicit attention to the important areas of feelings, values, and interpersonal behavior" (p. 135). In his book, Reach, Touch, and Teach, Borton outlines a "process" curriculum, oriented towards high school students but applicable to younger children as well. Through

Table 9

Content Analysis of Affective Orientation

	Neill (1960)	Leonard (1968)	Dennison (1969)	Borton (1970)	Mean
Provisioning for Learning	2	3	2	2	2.25
Diagnosis of Learning Events	1	3	3	2	2.25
Instruction--Guidance and Extension of Learning	1	3	3	2	2.25
Reflective Evaluation of Diagnostic Information	2	3	3	1	2.25
Humaneness--Respect, Openness, and Warmth	3	2	3	3	2.75
Seeking Opportunities to Promote Growth	1	2	3	3	2.25
Self-Perception of the Teacher	3	2	3	3	2.75
Assumptions--Ideas about Children and the Process of Learning	3	3	3	3	3.00
Mean	2.00	2.62	2.87	2.38	2.47

his survey of varied approaches suggested by affective educators, it becomes clear that there is no one theoretical foundation on which all affective educators agree; it is the aim which links them together; the methods are eclectic.

Affective education includes a whole range of people from those who reflect Gestalt psychology and the contributions and influence of Esalen Institute to people from the Humanities. Earlier "affective educators" came from other psychological approaches, e.g. Neill's background is Freudian. In addition to the four representatives selected for this analysis, many others have entered this field. For example, noting that "increasing numbers of states are mandating some form of classroom instruction in mental health," Time magazine reports on a new series of textbooks which are designed to "help children cope with their feelings" (Time, Feb. 22, 1971, p. 74). Most such courses and books, such as those by Borton and by William Glasser (1969), take for granted a traditional classroom arrangement, a teacher conducting lessons with the class as a whole unit. They are obviously not conceived with Open Education in mind, although an Open Education teacher could decide to call the class together (see characteristic p. 25 Appendix B) for such activities as they outline.

Dennison (1969) and Neill (1960) are trained therapists who have devoted themselves to educating children. Erich Fromm describes Neill in the introducation to Summerhill as "an experimenter and an observer."

> He mixes education with therapy, but for him therapy is not a separate matter to solve some special "problems," but simply the process of demonstrating to the child that life is there to be grasped, and not to run away from (pp. xv-xvi).

The books of these two men which we selected for analysis concentrate on the education of children in a school setting and, as such, seemed most likely to

provide bases for comparison to Open Education. Both envision school as the locus for the regeneration (or refuge) of man from a society destructive of his best impulses.

> It will not be an easy matter to bring our beserk technocracy under control, but we <u>can</u> control the environment of the schools. It is a relatively small environment and has always been structured by deliberation. If, as parents, we were to take as our concern not the instruction of our children, but the lives of our children, we would find that our schools could be used in a powerful regenerative way. Against all that is shoddy and violent and treacherous and emotionally impoverished in American life, we might propose conventions which were rational and straightforward, rich both in feeling and thought, and which treated individuals with a respect we do little more at present than proclaim from our public rostrums. We might cease thinking of school as a place, and learn to believe that it is basically relationships: between children and adults, adults and adults, children and other children. (Dennison, 1969, pp. 6-7).

Neill, whose major tenet is adherence to a belief in the child's right to freedom of choice, presents an approach least like that of Open Education (see Table 9). His frame of reference (Assumptions and Self-Perception of the teacher) is, however, very similar. These two themes and Humaneness rate 3. His treatment of practices, with the exception of Humaneness, differs considerably. His is a more permissive, laissez-faire approach; the teacher in his scheme appears to be less active than that expected in Open Education. In fact little is said of the instruction of students other than that they have a choice of whether or not to attend classes. Although Evaluation and Provisioning receive enough treatment in a manner consistent with the views of Open Education to warrant a rating of 2, attention to Diagnosis, Instruction, and Seeking is almost entirely absent. In addition, lessons or classes appear to be conducted along traditional lines, i.e. whole group instruction in various disciplines.

George Leonard (1968) represents a rather different "Affective" orientation from the other three authors considered here. This difference is reflected

in his high rating on Provisioning and lower ratings on Humaneness and Self-Perception. He alone sees in technology great promise of enrichment of man. Technology, in Leonard's book, is servant to man's ecstacy rather than agent of depersonalization. Only he, among this group, lays heavy stress on the provisioning of his envisioned ideal school of the future and that provisioning includes probably more "hardware" than Open Educators would be comfortable with. Echoes of the educational experiences offered by sensitivity and personal awareness centers like Esalen and of childrearing and socialization practices in primitive cultures abound in his book. And through it all runs confidence in man's potential for joy and belief in the necessity for joy in order to be fully human.

> Now modern science and technology seem to be preparing a situation where the successful control of practical matters and the attainment of ecstasy can safely coexist; where each reinforces the other; and quite possibly, where neither can long exist <u>without</u> the other (p. 17).

None of the other Affective writers studied gave strong emphasis to the theme of Provisioning. Although all acknowledged its role in learning, they saw it as clearly secondary to the interpersonal relationship between teacher and child. This relative duality is reflected in the ratings of the theme of Humaneness. Here, and as would be expected of the Affective orientation, the other three authors rate 3, whereas Leonard rates 2. Leonard conceives of the individual as somewhat less needful of the emotional support of teachers. While he takes for granted a humane atmosphere in his ideal school, he does not dwell upon it and his students of the future appear far more capable of satisfying their emotional needs through their own resources and some skills they learn. Opportunities for practice in techniques of self-awareness and such activities as role playing are present; but the characteristics which make up Open Education's theme of Humaneness seem somehow slightly irrelevant.

When the child is more self-sufficient, Leonard seems to assume, the humaneness of the teacher is not so crucial.

In general, the teacher as person fades into the background in this book and this lack of emphasis is reflected in lower ratings on Seeking and Self-Perception. The teacher as teacher remains active, however. Leonard gives strong emphasis to the themes not only of Provisioning but also of Diagnosis, Instruction, and Evaluation. He also stresses Assumptions consistent with those held by Open Educators.

Of all these authors, Dennison most closely reflects the Open Education approach. His book is rated 3 on seven of the eight themes. In practice, the slight difference indicated by his lesser emphasis on Provisioning alone may be related to a difference in ultimate priorities. Although Dennison is greatly concerned with the child's intellectual learning and development of skills (his descriptions of teaching José to read are fascinating) one might legitimately assume from reading his book that when "either-or" choices must be made, emotional growth takes precedence for him over cognitive growth. He would hold such a dichotomy false and misleading. But to the extent that emotional growth is facilitated by richness of interpersonal relationships and to the extent that intellectual growth is based upon interaction with the material environment uninterpreted by a sensitive adult, some contrast in allocation of resources comes into play. Dennison's First Street School had the "luxurious intimacy" of smallness of size (twenty-three students) and a very low pupil/teacher ratio (three full-time, one part-time and several special teachers). Provisioning in the form of providing adults had highest priority and greatest importance. This view differs somewhat from the Open Education theme.

Borton's Reach Touch and Teach refers primarily to high school students; it argues for more "affective" education in our schools. Borton surveys suggestions of other educators for what might constitute an education which would help both students and teachers become more in touch with their own and each other's feelings, and he offers also his own suggestions for curricular modifications and innovations. Although he tries to avoid making "feelings" become simply another distinct subject matter, he does offer "lessons" specifically designed to help students and teachers explore and recognize their emotions.

His approach results in a rating of 2 on the themes of Instruction, Provisioning, and Diagnosis. Situations are set up to help students become aware of and work with their own personal feelings, and to help teachers to attend to these feelings. Generally the context is one of a whole-class lesson within a scheduled time period, with the "materials" being one's own elicited feelings. Flexibility of time, space, activities, grouping is not emphasized, nor to a large extent allowed for. Opportunity for students to take personal responsibility for making significant choices about their own learning is not provided for. Although the child as individual is recognized as important, Diagnosis on an individualized basis, grounded in close attention to each child's thought processes, needs, and interests as revealed through his activities, choices, errors, fantasy, etc. is not specifically mentioned. Evaluation is rated 1 because it is not discussed. His attention to the themes of Humaneness, Seeking, Self-Perception, and Assumptions is generally consistent with that of the Open Education writers and, like Dennison, he therefore is rated 3 on these four themes.

None of these writers deals exclusively with early elementary school

children. This difference as well as their affective orientation, may have something to do with their emphases. All but Borton consider education, outside an existing public school system, of children ranging in age from early childhood into their teens. Borton's book considers primarily public high school students.

Overall Comparisons

Table 10 presents a summary of this content analysis arranged according to each individual author's mean score on all eight themes and the mean of all the authors in each group. Not surprisingly, the two groups of writers who set themselves the task of describing Open Education have the highest overall ratings (Analysts/Researchers--2.83 and Reporters/Observers--2.72). The next highest two groups are Popular Critics--2.69 and Practitioners--2.66. It is interesting to note that the two writers grouped under Popular Critics have been in addition practitioners and base their criticisms of and comments on contemporary education on their own experiences and efforts. The Progressive Educators are only 10 percentage points lower than these two groups. The means of the Affective Orientation selections and of the Advisor/Advocates fall almost exactly half way between a 2 and a 3 rating. The lowest mean rating of any group analysed here belongs to the Writers of Historical Importance. Here one should notice, however, the gradually rising mean ratings of the three selected authors, from Plato's "Closed Education" rated 1.00, through Rousseau's rating of slightly over 2, to Tolstoy's 2.38. This historical trend continues in the Pr[illegible]ives' high rating of 2.58.

A comparison among the groups of authors based on the mean scores for each of the themes (Table 11) indicates more specific areas of similarity and difference between Open Education authors and those of other orientations.

Table 10

A Summary of a Content Analysis

by Individual and Group

Analysts/Researchers	
Bussis-Chittenden (1970)	2.75
Barth (1970)	2.88
Rathbone (1970)	2.88
Overall	2.83
Reporters/Observers	
Plowden (1967)	2.75
Blackie (1967)	2.75
Featherstone (1967)	2.62
Silberman (1970)	2.75
Overall	2.72
Advisors/Advocates	
Armington (1968)	2.75
Hawkins (1967)	2.12
Yeomans (1969 a,b)	2.50
Overall	2.47
Practitioners	
Cazden (1969,1971)	2.62
Brown & Precious (1969)	3.00
Prescott & Raoul (1970)	3.00
Howard (1968,1971)	2.50
Richardson (1964)	2.62
Marshall (1966)	2.25

Writers of Historical Importance	
Plato (1945)	1.00
Rousseau (1956)	2.12
Tolstoy (1967)	2.38
Overall	1.83
Progressive Educators	
Dewey (1915)	2.50
Rugg & Shumacker (1928)	2.50
Sheehy (1954)	2.75
Overall	2.58
Popular Critics	
Holt (1964, 1967)	2.50
Kohl (1967,1969)	2.88
Overall	2.69
Affective Orientation	
Neill (1960)	2.00
Leonard (1968)	2.62
Dennison (1969)	2.87
Borton (1970)	2.38
Overall	2.47

Table 11

A Summary of a Content Analysis

by Theme and Group

	Analysts/ Researchers	Reporters/ Observers	Advisors/ Advocates	Practitioners
Provisioning for Learning	3.00	3.00	3.00	2.66
Diagnosis of Learning Events	3.00	2.50	2.66	2.50
Instruction--Guidance and Extension of Learning	3.00	3.00	3.00	3.00
Reflective Evaluation of Diagnostic Information	2.66	2.75	1.33	2.50
Humaneness--Respect, Openness, and Warmth	3.00	2.50	2.00	2.66
Seeking Opportunities to Promote Growth	2.66	2.75	2.33	2.66
Self-Perception of the Teacher	2.66	2.25	2.33	2.50
Assumptions--Ideas about Children and the Process of Learning	2.66	3.00	3.00	2.83

Table 11 (cont.)

	Open Education Overall Means*	Writers of Historical Importance	Progressive Educators	Popular Critics	Affective Orientation
Provisioning for Learning	2.88	1.66	3.00	2.50	2.25
Diagnosis of Learning Events	2.63	1.33	3.00	2.50	2.25
Instruction--Guidance and Extension of Learning	3.00	2.00	3.00	2.50	2.25
Reflective Evaluation of Diagnostic Information	2.38	1.33	2.00	3.00	2.25
Humaneness--Respect, Openness, and Warmth	2.56	2.33	3.00	3.00	2.75
Seeking Opportunities to Promote Growth	2.63	1.33	1.33	2.50	2.25
Self-Perception of the Teacher	2.44	2.33	2.33	2.50	2.75
Assumptions--Ideas about Children and the Process of Learning	2.88	2.33	3.00	3.00	3.00

*These means represent the average of all sixteen authors and co-authors; see Table 5.

Here it can be seen that Open Educators stress Provisioning and Diagnosis more strongly than any other group save the Progressives. Open Educators and Progressives alone unanimously emphasize the theme of Instruction as it is defined in this report. Only the Popular Critics pay more attention to the theme of Evaluation than the Open Educators, whereas Humaneness is stressed more strongly by three of the other groups: the Progressives, the Popular Critics, both of which averaged a rating of 3, and the Affective educators. Seeking is the only theme on which the Open Education authors averaged higher than all other groups. On Self-Perception, Open Education falls right in the middle, above the historical writers and the Progressives but below the two contemporary groups. Despite the overall high mean of Open Education on the theme of Assumptions, all of the other groups except the historical writers were higher, receiving 3.00 average.

Looking at the Progressive Educators alone in comparison to those writing about Open Education, one notes that they treat the themes of Provisioning, Diagnosis, Humaneness, and Assumptions more thoroughly. Both groups give very strong attention to the theme of Instruction. The Progressive literature shows less attention or agreement on the themes of Evaluation, Seeking and Self-Perception than does Open Education.

A sim lar comparison between the writers grouped under Affective Orientation and the Open Education writers reveals the Affeccive educators give relatively more importance and emphasis to the themes of Self-Perception and Humaneness and, as a group, less attention to the themes of Provisioning, Diagnosis, Instruction, Evaluation, and Seeking. Both groups stress Assumptions, although the Open Education literature shows slightly less emphasis.

IX

Revision of the List of Characteristics

As a further means of ascertaining the validity of our findings, we submitted the list of 106 characteristics which resulted from our research of the literature to forty-three "experts" in the field of Open Education, asking them to apply to the eight statements of themes and the 106 defining characteristics the same three-point rating scale as was used in our content analysis of the literature. Those surveyed included not only the authors on whose work the instrument is based, but also other notable practitioners, advisors and advocates, researchers, and theorists of Open Education (see Appendix C).

This section presents the results of this validity cross check and then indicates the manner in which the responses of these experts shaped our revised list (see Appendix D, "Pedagogical Characteristics of Open Education Teachers at the Primary Level").

Returns: Twenty-one forms were marked and returned, many accompanied by letters of comments and suggestions. An additional fourteen of those whose estimate of the validity of our list of characteristics had thus been requested responded by letter only, some excusing themselves because of lack of time (three) or because they felt that they had had insufficient first-hand experience teaching in Open Education (one), or because they felt the problem to be too complex to be approached in this manner (two). Other letter-writers indicated, for a variety of reasons, a preference for commenting only, rather than marking the list (eight).

All of these thirty-two responses were taken into consideration in revising the original list. Tables 12 through 19 present summaries of the ratings which the respondents assigned to each of the characteristics which define the eight themes. The tables show to what extent each characteristic was rated very important ("3") and to what extent each was deemed not important or irrelevant ("1"). Table 20 similarly presents ratings assigned to the eight brief statements made in general definition of each theme. Since eight respondents did not mark this last page, Table 20 presents the ratings given by thirteen experts.

Results: Nine of the preliminary statements of characteristics were unanimously rated 3 (P7, P29, H1, H6, SP1, A13, A16, A19, and A20). (The specific statements referred to in this section appear in Appendix B.) Another twelve were rated 3 by all but one respondent and a further twenty-one characteristics were rated 3 by all but two or three respondents. In sum, at least eighteen, or 86.7%, of the experts who rated the list of characteristics agreed on forty-two characteristics as being very important for Open Education. Eighty-one of the statements were marked as very important by 66.6% of those rating the list of 106 characteristics.

Very few characteristics were rated 1. Only one characteristic (P10) was rated 1 by as many as one-third of the respondents. Six further characteristics were assigned 1 by more than three but fewer than one-third of the respondents (P9, P24, P26, I7, A7, A17).

These ratings and the copious comments and suggestions which we received in response to our request formed the basis upon which we revised the list.

Results on the ratings of the general summary statements made for each theme were a good deal more sparse. Some respondents may have omitted

TABLE 12

PROVISIONING FOR LEARNING

		Number of respondents who chose:				
		No response	not important	relatively important	very important	Mean of Respondents
P1.	Manipulative materials are supplied in great diversity and range with little replication; i.e., not class sets.			4	17	2.80
P2.	Books are supplied in diversity and profusion.			4	17	2.80
P3.	The environment presents a balance of commercially prepared materials and materials brought in or developed by teacher and students.	2	1	8	10	2.47
P4.	Common environmental materials (plant life, rocks, sand, and water, pets, egg cartons, plastic bottles, etc.) are used.			5	16	2.76
P5.	Materials are readily accessible to children.			1	20	2.90
P6.	The teacher constantly modifies the content and arrangement of the classroom based upon continuing diagnosis and reflective evaluation of the children.		1	2	18	2.80
P7.	Children work directly with the manipulative materials.	2	0	0	19	3.00
P8.	The teacher permits and encourages constructive unplanned use of materials.		1	2	18	2.80
P9.	Space is divided into activity areas.		5	8	8	2.13

TABLE 12, cont.

		Number of Respondents who chose:				
		No Response	not important	relatively important	very important	Mean of Respondents
P10.	Students do not have their own individually assigned desks.		8	11	2	1.71
P11.	Activity areas are attractive and inviting.			6	15	2.71
P12.	Activity areas provide for a variety of potential usage and allow for a range of ability levels.			1	20	2.90
P13.	Spatial arrangements are flexible.		1	6	14	2.62
P14.	Children are able to make use of other areas of the building and school yard for educational purposes.			11	10	2.48
P15.	Children move freely about the room without asking permission.		1	3	17	2.76
P16.	Many different activities go on simultaneously.	1		3	17	2.85
P17.	Talking among children is encouraged.	1		8	12	2.60
P18.	Children help one another.	1		1	19	2.95
P19.	There are very few fixed time periods.	1	1	10	9	2.40
P20.	Determination of each child's routine each day is largely the child's choice.	1	1	9	10	2.45

TABLE 12, cont.

	Number of Respondents who chose:				
	No response	not important	relatively important	very important	Mean of Respondents
P21. Children generally work individually and in small groups.	1		5	15	2.75
P22. Children generally group and re-group themselves through their own choices.	1	1	6	13	2.60
P23. The teacher does not group children by ability according to tests or norms.	1	3	3	14	2.55
P24. Formal class lessons are not conducted.	2	4	12	3	1.95
P25. The teacher sometimes gathers the whole group for such activities as story or discussion.		2	8	11	2.43
P26. The class is heterogeneous with regard to age.		5	12	4	1.95
P27. The class is heterogeneous with regard to ability.		2	4	15	2.62
P28. There is an overall purposefulness and a sense that the children value their work and their learning.			1	20	2.95
P29. There is an overall sense of community of mutual respect and cooperation.				21	3.00

TABLE 13

DIAGNOSIS OF LEARNING EVENTS

	Number of respondents who chose:				
	No response	not important	relatively important	very important	Mean of Respondents
D1. To obtain diagnostic information, the teacher takes an involved interest in what the child is doing.	1		1	19	2.95
D2. Diagnosis is based upon attention to the child's thought processes more than his solutions.	4	1	4	12	2.65
D3. Errors are seen as desirable, as a necessary part of the learning process because they provide information valuable to further learning.	1	2	4	14	2.60
D4. Fantasy is valued; it is another way of knowing about the child and a means the child may use for learning.	1	1	7	12	55
D5. Children do not always depend on teacher judgment; they also diagnose their progress through the materials they are working with.	2		2	17	2.89

TABLE 14

INSTRUCTION - GUIDANCE AND EXTENSION OF LEARNING

	Number of respondents who chose:				
	No response	not important	relatively important	very important	Mean of Respondents
I1. The basis for a child's instruction at the primary level is his interaction with materials.	2	2	8	9	2.37
I2. The teacher becomes involved with the child diagnostically before suggesting any change, extension, or redirection of activity.	4	3	7	7	2.41
I3. The teacher plans instruction individually and pragmatically, based upon reflective evaluation of each child's particular needs and interests.		1	6	14	2.62
I4. The teacher becomes "actively involved in the work of each child....as one who seeks to help him realize his goals and potential."	1		5	15	2.75
I5. The teacher tends to give individual children small concentrated amounts of her time rather than giving her general attention to the children as a class all day.			3	18	2.86
I6. Instead of giving assignments, the teacher amplifies and extends the possibilities of activities children have chosen, through individualized conversation, introduction of related materials.	2		7	12	2.63

TABLE 14 cont.

	Number of respondents who chose:				
	No response	not important	relatively important	very important	Mean of Respondents
I7. The teacher refrains from direct correction and from making judgmental statements.	5	7	6	3	1.75
I8. The teacher encourages children's independence and exercise of real choice.			2	19	2.90
I9. The teacher keeps in mind long-term goals for her children which inform her guidance and extension of a child's involvement in his chosen activity.	1	2	4	14	2.78
I10. The teacher provides direct instruction and assignments when warranted.	1		7	13	2.65
I11. The approach to learning is interdisciplinary; e.g., the child does not generally confine himself to a single subject, such as mathematics, when learning.	1		5	15	2.75
I12. Activities do not arise from pre-determined curricula.	4	3	6	8	2.29

TABLE 15

REFLECTIVE EVALUATION OF DIAGNOSTIC INFORMATION

	Number of respondents who chose:				
	No response	not important	relatively important	very important	Mean of Respondents
E1. Evidence of learning is assessed through direct observation of what the child does and says and produces.	2	1	1	17	2.84
E2. Pre-determined yardsticks of performance are not used in evaluating children's work.	3	2	7	9	2.39
E3. The teacher avoids traditional testing procedures and tests.	4	2	10	5	2.18
E4. Evaluation of the effect of a child's school experience covers a long range of time; the teacher preferably has each child more than one year.		3	9	9	2.28
E5. The teacher's record-keeping consists of individual histories chronicling the child's development.	1		7	13	2.65
E6. The teacher keeps a collection of each child's work and makes use of it as the appropriate measure for his evaluation.	1	3	7	10	2.35
E7. The teacher uses evaluation to provide information she will use in seeking better ways of encouraging and providing for children's development.	2		5	14	2.74

TABLE 16

HUMANENESS - RESPECT AND OPENNESS AND WARMTH

	Number of respondents who chose:				
	No response	not important	relatively important	very important	Mean of Respondents
H1. The teacher respects each child's personal style of operating - thinking and acting.	1			20	3.00
H2. The teacher rarely commands or reprimands.	2	3	8	8	2.26
H3. The teacher values the children's activities and products as legitimate expressions of their interests, not simply as reflections of their development.	2	1	1	17	2.84
H4. The teacher respects the children's ideas.			1	20	2.95
H5. The teacher respects the children's individuality by rejecting ability grouping, group norms, homogenization.	1		7	13	2.79
H6. The teacher takes children's feelings seriously				21	3.00
H7. The teacher recognizes and does not hide her own emotional responses.	2		6	13	2.68
H8. Children generally do not try to suppress emotions.	2	1	6	12	2.58
H9. The teacher strives to recognize emotions differentially and to act as a stabilizer upon whom the children can depend when the going is difficult.	1		3	17	2.85
H10. Conflict is recognized and worked out within the context of the group, not simply forbidden or handled by the teacher alone through punishment or exclusion.	3		3	15	2.83

TABLE 16 (cont.)

	Number of respondents who chose:				
	No response	not important	relatively important	very important	Mean of Respondents
H11. There is no abdication of adult authority and responsibility.	3	1	1	16	2.83
H12. The class operates within clear guidelines, made explicit.	3	1	8	9	2.44
H13. The teacher promotes openness and trust among children and in her relationship with each child.			1	20	2.95
H14. In general, relationships are characterized by warmth and affection.			5	16	2.76
H15. The teacher recognizes and admits her limitations when she feels unable to give a child the help he needs.			5	16	2.76
H16. In evaluating children's work, the teacher responds honestly, based upon a real examination of the product and a sensitive judgment about the particular child and circumstance.	2		2	17	2.89
H17. The climate is unthreatening; fear of failure is absent.	1		6	14	2.70

TABLE 17

SEEKING OPPORTUNITY TO PROMOTE GROWTH

	Number of respondents who chose:				
	No response	not important	relatively important	very important	Mean of Respondents
S1. The teacher seeks further information about the community and its physical and cultural resources	1	1	4	15	2.70
S2. The teacher seeks information about new materials.	1		6	14	2.70
S3. The teacher experiments herself with materials.		1	3	17	2.76
S4. The teacher makes use of help from someone who acts in a supportive advisory capacity.	2	2	5	12	2.53
S5. The teacher enjoys on-going communication with other teachers about children and learning.	1		7	13	2.65
S6. The teacher attempts to know more about her children by getting to know their parents or relatives and their neighborhood.		1	6	14	2.62

TABLE 18

ASSUMPTIONS - IDEAS ABOUT CHILDREN AND THE PROCESS OF LEARNING

	Number of respondents who chose:				
	No response	not important	relatively important	very important	Mean of Respondents
A1. Children's innate curiosity and self-perpetuating exploratory behavior should form the basis of their learning in school; they should have the opportunity to pursue interests as deeply and as long as they find the pursuit satisfying.			2	19	2.90
A2. Providing for sustained involvement requires a flexible and individualized organization of time.			2	19	2.90
A3. Children are capable of making intelligent decisions in significant areas of their own learning.			1	20	2.95
A4. Learning depends upon direct interaction with materials and one's social and physical environment.	3		6	12	2.67
A5. Premature conceptualization based upon inadequate direct experience leads to the child depending on others for his own leadership.	3	2	5	11	2.48
A6. Individual children often learn in unpredictable ways, at their own rate, and according to their own style.			1	20	2.95
A7. Work and play are not distinguishable in the learning process of children.		4	4	13	2.43

TABLE 18 (cont.)

	Number of respondents who chose:				
	No response	not important	relatively important	very important	Mean of Respondents
A8. Knowledge is a personal synthesis of one's own experience, and learning of "skills" and "subjects" proceeds along many intersecting paths simultaneously.		1	1	19	2.86
A9. There is no set body of knowledge which must be transmitted to all.	2	3	6	10	2.37
A10. Measures of performance may have a negative effect on learning and do not necessarily get at those qualities of learning which are most important.	2	2	5	12	2.53
A11. Sensitive observation over a long period of time is the preferable means of evaluation of a child's intellectual, social, and emotional development.	1	3	2	15	2.60
A12. Children have the <u>right</u> to direct their own learning, to make important decisions regarding their own educational experience.	2	1	9	9	2.42
A13. The child must be valued as a human being, treated with courtesy, kindness, and respect.				21	3.00
A14. The child's life in school should not be viewed as preparation for the future; to live as a child is the best preparation for adulthood.	2	2	5	12	2.53

TABLE 18 (cont.)

	Number of respondents who chose:				
	No response	not important	relatively important	very important	Mean of Respondents
A15. Under consistent, reasonable, and explicit restrictions, children are able to be more free and productive.	4		3	14	2.82
A16. An accepting and warm emotional climate is an essential element in children's learning; learning is facilitated by relationships of openness, trust, and mutual respect.				21	3.00
A17. Competition does not contribute effectively to learning.	3	6	5	7	2.06
A18. Fear of making mistakes or of not doing well impedes a child's progress in learning.	1	1	6	13	2.60
A19. Objectives of education should go beyond literacy, dissemination of knowledge and concept acquisition.				21	3.00
A20. The function of school is to help children learn to learn, to acquire both the ability and the willingness to extend their intellectual and emotional resources and bring them to bear in making decisions, organizing experience and utilizing knowledge.	1			20	3.00

TABLE 19

SELF-PERCEPTION OF THE TEACHER

		Number of respondents who chose:				
		No response	not important	relatively important	very important	Mean of Respondents
SP1.	The teacher views herself as an active experimenter in the process of creating and adapting ideas and materials.	1			20	3.00
SP2.	The teacher sees herself as a continual learner who explores new ideas and possibilities both inside and outside the classroom.			1	20	2.95
SP3.	The teacher values Open Education as an opportunity for her own personal and professional growth and change.		1		20	2.90
SP4.	The teacher feels comfortable with children taking the initiative in learning, making choices, and being independent of her.			3	18	2.86
SP5.	The teacher is able to recognize her own needs (e.g., for importance, recognition) and restrain herself from intervening in children's activities based on these needs rather than the children's.	1		4	16	2.60
SP6.	The teacher accepts the legitimacy in the classroom of her own feelings.	1		6	14	2.70
SP7.	The teacher trusts children's ability to operate effectively and learn in a framework not structured by her and not centered on her.			3	18	2.86

TABLE 19, cont.

	Number of respondents who chose:				
	No response	not important	relatively important	very important	Mean of Respondents
SP8. The teacher sees herself as one of many sources of knowledge and attention in the classroom.			1	20	2.95
SP9. The teacher feels comfortable working without pre-determined lesson plans, set curricula or fixed time periods.			3	18	2.86
SP10. The teacher trusts herself as one who generally can respond sensitively and effectively moment by moment in the classroom.		1	2	18	2.80

TABLE 20

THEMES IN OPEN EDUCATION

	Number of respondents who chose:				
	No response	not important	relatively important	very important	Mean of Respondents
Provisioning for Learning. The teacher provides a rich and responsive physical and emotional environment.				15	3.00
Diagnosis of Learning Events. The teacher views the work children do in school as opportunities for her to assess what the children are learning, as much as opportunities for children to learn.		1	5	7	2.46
Instruction - Guidance and Extension of Learning. The teacher acts primarily as a resource person who, in a variety of ways, encourages and influences the direction and growth of learning.			3	10	2.08
Humaneness - Respect and Openness and Warmth. The teacher promotes an atmosphere of warmth, openness, and respect for one another.				13	3.00
Reflective Evaluation of Diagnostic Information. The teacher subjects her diagnostic observations to reflective evaluation in order to structure the learning environment adequately.	1	1	3	8	2.58
Seeking Opportunity to Promote Growth. The teacher seeks activities outside the classroom to promote personal and professional growth.			4	9	2.69

TABLE 20, cont.

	Number of respondents who chose:				
	No response	not important	relatively important	very important	Mean of Respondents
Assumptions - Ideas about Children and the Process of Learning. The teacher's assumptions about children, the process of learning, and the goals of education are generally humanistic and wholistic. Teachers are aware of and respect the child's individuality and his capacity to direct his own learning.				13	3.00
Self-Perception. The teacher is a secure person and a continuing learner.	1			12	3.00

this page through misunderstanding, since the format in which it was presented was slightly different from that used for the 106 characteristics. Others, however, objected to rating these statements. One wrote: "I think you err in requesting ratings of these 'motherhood items.' Would it have not been more instructive to have had us rank them?" Another explained his not marking page 8 thus: "After having read the many individual items, this summary leaves me a little cold. Is such a summary really necessary?" It was decided to eliminate these statements in the revised list since any such statement had to be so general (so like endorsing "motherhood") and since attention and agreement on the themes would appear more relevantly in the ratings assigned to the individual characteristics.

Comments and Suggestions: General written responses ranged from interest and encouragement for this preliminary attempt to make a listing of some of the salient pedagogical characteristics of Open Education to frustration with or dislike of the list-of-statements framework. The crux of the predicament for some is caught in these words of one respondent who added helpful notes to several items:

> I really don't approve of a checklist such as this. Actually you haven't done a bad job but so much meaning is lost in each question. I don't know that there is any one comment I could make which is always true.

or in the words of another who made the ratings:

> This is a very interesting collection of statements. I obviously agree with most of them, though I have had a hard time responding to such "flat" statements.

Others found it impossible to make ratings of this sort on Open Education, and preferred to offer extensive commentary.

> I find that as soon as I start to go through a checklist, of almost any sort, I am entering mentally so many reservations about my responses that by the end it seems to me that my cumulative replies, or ratings, provide a seriously erroneous view of what I really think about the subject being evaluated. This is, perhaps, especially true in an area such as education, where one of the main difficulties people have encountered over the years of trying to improve learning and teaching is that they have had the idea that somehow good learning is a sum of individual acts, and that if only we can tabulate and evaluate these acts, we can in a meaningful way capture something critical about children's teaching and learning.

Supported by the confidence expressed by others, however, that such a listing could provide a valuable contribution to the study of Open Education, we decided to retain the list-of-statements format and to incorporate as many of the suggestions offered as possible into the revised list.

Two further general comments were taken into consideration in making revisions. These concerns centered on the need for a clearer image of the teacher and for a sense of continuing development. The first concerned an unintended and incorrect image of the Open Education teacher which the list of statements apparently conveyed to some readers. One advisor wrote:

> in the wording and selection of items in the sections on Provisioning for Learning, Diagnosis of Learning Events, Instruction--Guidance and Extension of Learning, and Reflective Evaluation of Diagnostic Information, there is either a bias or understanding gap. I read from these that open education is almost **wholly** child-directed, woven out of rather random materialistic interactions, and orchestrated by a teacher who is a strange phantom.

Another wrote that she detected "insufficient stress on the teacher's role as a developing one rather than an accomplished one." A similar reservation with the form of some of the preliminary statements is expressed by a respondent who commented:

> I had some difficulty with a number of the items because of their "absolute" nature. I personally think in terms of direction.

It is interesting to note that these three statements were made by advisor/advocates who are all deeply involved in working with teachers. They are training and assisting public school teachers in three different parts of the country to implement the Open Education approach in their classrooms. All three marked the list. Another advisor who completed the list, also stressed the need for emphasis on the teacher as a person who changes, whose role develops in a particular direction over time:

> It may be that the essence of what is happening is to be found rather in the relationship between the characteristics and their change over time instead of the characteristics per se. I can imagine, and I have seen, classrooms which have many of the characteristics which we would value and the classes were not particularly good ones. . . . I have tried to think of an analogy.... I would consider it important that a car come with at least three different gears in addition to reverse. The car won't function very well unless the driver understands which to use at the appropriate time. A skillful driver may even be able to compensate for the lack of a particular gear under certain circumstances.

In making revisions in the list of characteristics, we have therefore attempted to make clearer the teacher's presence in the first four themes. We have tried to indicate her role in Provisioning, Diagnosis, Instruction, and Evaluation through increasing the number of statements in the active voice and by making the teacher the subject of these sentences. In those cases where statements are made for which it should be assumed the teacher is responsible (for example several Provisioning characteristics), it seemed clearer to retain the passive voice. In addition, the role of the teacher is perhaps clarified by the reordering of the themes; now Instruction comes first and the other themes are properly seen in relation to it.

Revision Process: The revised list contains ninety-two items (see Appendix D). Some characteristics were found to contain two ideas which should be considered separately. For example, preliminary A16 ("An

accepting and warm emotional climate is an essential element in children's learning; learning is facilitated by relationships of openness, trust, and mutual respect ") is divided into revised A14 and A15. However, items were collapsed or absorbed into one another, or in some cases dropped altogether, whenever such treatment satisfied the comments and ratings offered. These changes were made in order to make a somewhat shorter and thereby more usable list as well as to improve the list in accordance with the experts' responses. For example, revised P3 ("The environment includes materials developed by teacher and children, and common environmental materials. . .") brings together P3 and P4 of the preliminary list.

Preliminary P26, 17, and A17 are examples of items which were eliminated in the revised list because generally low ratings and additional comments indicated sufficient doubt over these items to warrant dropping them. For example preliminary I7 ("The teacher refrains from direct correction and from making judgmental statements") elicited a wide variety of comments, ranging from slight doubt to outright rejection.

> Ah ha--here is the American version coming out. In contrast, in the schools I've visited in England, teachers make a great many "corrections" and "judgmental statements." I've even heard one teacher say about a child's art work that the picture was "stinking." I see a fundamental difference in American "Open Education " and so-called "British Infant Schools," namely the sentimental, "anything goes" of the American "Open Education" teachers, versus high quality maintained of "good work" by the British teachers.

One expert initially was moved to write "BAD" next to this item. He evidently then had second thoughts about his own judgmental statement and crossed it out, writing instead that direct correction and judgmental statements are "two very different things." Preliminary A17 ("Competition does not contribute effectively to learning") evoked comments like,

"what does this mean exactly? Some kinds of 'competition' are fine, others frightful." and "not sure we know this for sure" and "though with competition kids learn certain things well, the side effects aren't worth it."

Preliminary E3 ("The teacher avoids traditional testing procedures and tests") is an example of an item which half the respondents did not rate as very important and which was seen to be covered sufficiently in E1 and E2, which received higher ratings. All three of these preliminary items elicited thoughtful comments and suggestions. The revised versions of E1 and E2 incorporate these remarks. The influence of the following comment can be seen in revised E2.

> I do not have the information as to what you should include but I react to a statement like [preliminary] E2. In some senses this is too general and is asking the impossible. Every teacher has within her own mind, and based on her own learning, certain predetermined yardsticks of performance. If she does not have these both personally and make use of some artificially, it is difficult to teach, i.e., to have objectives for learning and growing which can be discerned and supported in the children themselves. I assume what you are getting at here is that the standardized and grade level yardsticks of performance are not arbitrarily applied as being the standards. I'm sure it can be better stated than that, but that item needs working on.

Revised E2 states, "Standardized, grade-level, or age-level 'norms' of performance are not used for evaluating children or children's work."

Preliminary P24 ("Formal class lessons are not conducted") is a similar case. More than half the respondents did not rate it "very important" and it is more appropriately covered in revised I5 which was expanded slightly in accordance with the several comments which pointed out the occasional appropriateness of formal class lessons. One respondent wrote of preliminary P24:

> I think this item should be elaborated and given positively. The inverse of what is stated here negatively is that direct teaching and tutoring occurs with the individual or with small groups assembled by the teacher based on her continuing assessment of the needs and development of the student.

Another typical comment stated simply, "There is a place for some such lessons." Comments offered on this item and on I6 resulted in revised I5: "The teacher avoids whole class assignments, instead, amplifies and extends the possibilities or activities children have chosen, through conversation, introduction of related materials, direct instruction when warranted, and assignments appropriate to individual needs."

Revised P14 illustrates again the manner in which items in the new list reflect the contributions of many respondents. The original characteristics on which it was based received relatively low ratings (P19 received nine 3s, ten 2s, and one 1). Six people offered comments or suggested amendments to preliminary P19 (There are very few fixed time periods") and seven to P20 ("Determination of each child's routine each day is largely the child's choice"). The new wording is the result of the amalgamation of all these suggestions. It more correctly conveys the intended meaning and includes a notion of the teacher's active role in promoting the desired flexibility as well as the child's active role: "The teacher divides the day into large blocks of time within which children, with the help of the teacher, largely determine their own routine."

In general, the kinds of changes which we made are reflected in the theme of Instruction. Here the twelve original items have become nine through a good deal of rewording, reordering, and clarifying. Only one (preliminary I7) has been omitted altogether; but some, for instance preliminary I10 ("The teacher provides direct instruction when warranted"),

appear within other items (e.g., revised I5 discussed above), Preliminary I1 has been reworked and moved down from first position; it reappears as revised I4 ("The teacher uses the child's interaction with materials, equipment, and his environment as the basis of her instruction" Preliminary I2 is expanded for clarity and becomes revised I3 (' teacher gives diagnostic attention to the particular child and the specific activity in which he is involved before suggesting any change, extension, or redirection of activity"). Preliminary I3 and I4 combine to become revised I2 ("The teacher plans instruction individually and pragmatically; she becomes actively involved in the work of each child as one who seeks to help him realize his goals and potential"). Preliminary I5 reappears unchanged as the new I1 ("The teacher tends to give individual children small concentrated amounts of her time rather than giving her general attention to the children as a class all day").

The revised list of characteristics takes the form of an untested instrument (Appendix D) adaptable to special uses such as Open Education workshops, team efforts, self-evaluation, and so forth. It must above all be used only with recognition of its limitations and possible abuses. A composite ideal must not be viewed as a prescription for any real teacher.

In addition this revision obviously cannot be viewed as final, especially since it attempts to catch the general pedagogical style of an approach to teaching characterized by adaptibility, flexibility, and responsiveness. In the end its essence may in fact be caught only metaphorically. Using the analogy of one respondent, not only must the skillful driver understand which gear to use at the appropriate time and be able to compensate for inadequate gears at times, but he also responds to changing roads and changing available automotive equipment as he seeks to reach his destination.

X

Conclusion

Of what use is the foregoing? More than anything else, we view it as a starting point, the beginnings of a systematic analysis of some new ways of theorizing about or practicing teaching, and, most of all, empirical research on Open Education. Let us be more specific.

Though modest and crude, the content analysis is the most recent extensive examination of literature on the topic of Open Education. Indeed, quantitative analysis of textual materials is just getting started in educational research. Although there are many difficulties and much subjectivity in ranking works on various criteria, it does offer a method for identifying systematic trends in a corpus of work within a given degree of error or unreliability. Should others wish to replicate or expand this work, they would have several choices. They could use many more themes than the eight we have conceptualized from distinctive characteristics of Open Education. They might choose to analyze the changing emphases and trends in the literature over five-year periods. And many names of authors could be added to our list, for example, Pestalozzi, Herbart, and Froebel.

But even with the analysis and review of literature reported here, some useful purposes can be served. We have found some consistent differences between Open Education authors and others. Although their thinking is evolutionary (especially from Rousseau and the Progressives) rather than revolutionary, they are distinctive and will, if nothing else, give engaged educators a fresh point of view, a comparative touchstone for educational practice. Our definitions of the eight themes (section V) and excerpts of the authors' works (Appendix A) present one way of learning about the

distinctive characteristics of Open Education. The comments in the text on the authors and their writings may serve as a guide to further reading and refinement of points of view.

Although we have not commented on it in the report, we have noted an absence of systematic theorizing among the Open Educators. Their ideas seem to derive inductively from the practice of teaching. Meanwhile "Romantic Critics" of education and others are rendering a devastating picture of contemporary education and offering few constructive alternatives, while "Establishment Educationists" are wondering whether their philosophies and psychologies are viable or oppressive. Open Education, as it has been described in the writings we reviewed, offers a chance for real attention to individual learning, respect for the child, authentic relationships, and opportunities for both teacher and child to participate in significant learning. These factors may help to explain the widespread interest in the movement. But the concept requires a great deal more scrutiny by philosophers, psychologists, and others who contribute to educational ideology. How do its themes fit together? Why are not other themes essential? What are its underlying presuppositions about child development, society, and culture? How should it be adapted if it is to improve the educational experience of youngsters above the third grade?

These are valid questions to ask about new educational concepts. Here perhaps we have identified some of the elements of the questions.

Open Education has been subject to very little evaluation and research, aside from testimonials by proponents. Educators and parents, quite properly, will want to know if it leads to more learning, to higher levels of performance in reading, to greater self-esteem and self-determination.

We have developed some instruments that are indicative of presumably important aspects of Open classroom processes. Seeing if these processes are related to such valued educational outcomes is an obvious next step for those who wish to evaluate Open Education.

Lastly, teachers may wish to test themselves on our instruments to see how their ideas compare with those of Open Education. To repeat our earlier metaphor of teachers as gardeners, we hasten to admit that a green thumb may only come from watching and helping a master and from doing one's own puttering. But we hope our analysis of Open Educators' views of the nature of teaching and the nurture of children in schools will be interesting to some and useful to a few who want to understand the movement.

References

Armington, D. E. A plan for continuing growth. Proposal submitted to United States Office of Education, December, 1968.

Ashton-Warner, Sylvia. Teacher. New York: Simon and Schuster, 1963.

Barth, R. S. Open education: assumptions about learning and knowledge. Unpublished doctoral dissertation, Harvard University, 1970.

Blackie, J. Inside the primary school. London: Her Majesty's Stationery Office, 1967.

Borton, T. Reach, touch, and teach: student concerns and process education. New York: McGraw-Hill, 1970.

Brown, Mary & Precious, N. The integrated day in the primary school. New York: Agathon Press, 1969.

Bussis, Anne M. & Chittenden, E. A. Analysis of an approach to open education. Princeton, N. J.: Educational Testing Service, 1970.

Cazden, Courtney B. Infant school. Newton, Mass.: Education Development Center, 1969.

Cazden, Courtney B. Language programs for young children: notes from England and Wales. To appear in Lavatelli, C. B. (Ed.) Preschool language training. Urbana: University of Illinois Press. In press.

Cort, H. R., Jr., Henderson, N. H., Justison, G. G., O'Keefe, R. A. & Potter, C. J. An evaluation of the innovation team program in the D. C. Model School Division. Washington, D. C.: Educational Studies Department, Washington School of Psychiatry, 1969.

Dennison, G. The lives of children: the story of the first street school. New York: Random House, 19691.

Dewey, J. & Dewey, Evelyn. Schools of tomorrow. New York: Dutton, 1915, 1962.

Dreeban, R. On what is learned in school. Reading, Mass.: Addison-Wesley, 1968.

Featherstone, J. The primary school revolution in Great Britain. The New Republic, reprint of articles which first appeared August 10, September 2, September 9, 1967. New York: Pitman.

Gardner, Dorothy E. M. & Cass, Joan E. The role of the teacher in the infant and nursery school. Oxford: Pergamon Press, 1965.

Glasser, W. Schools without failure. New York: Harper & Row, 1969.

Hawkins, D. I, thou, it. Paper presented at the primary teachers' residential course, Loughborough, Leicestershie, April 3, 1967.

Holt, J. How children fail. New York: Pitman, 1964.

Holt, J. How children learn. New York: Pitman, 1967.

Howard, L. M. The developmental classroom. Boston: Office of Program Development (unpublished mimeograph), 1968.

Howard, L. M. Educational change in a big city school. Boston: Office of Program Development (Unpublished mimeograph), 1971.

Jackson, W. Life in classrooms. New York: Holt, 1968.

Koch, K. Wishes, lies, and dreams. New York: Chelsea House, 1970.

Kohl, H. R. The open classroom. New York: Random House, 1969.

Kohl, H. R. Thirty-six children. New York: Signet, 1967.

Langdon, Margaret Let the children write. London: Longmans, 1961.

Leonard, G. B. Education and ecstacy. New York: Dell, 1968.

Marshall, Sybil. An experiment in education. Cambridge, Eng.: Cambridge University Press, 1966.

Neill, A. S. Summerhill. New York: Hart, 1960.

Oates, Maureen K. The pilot communities' Boston resource team: an evaluation based on questionnaire responses of school personnel. Newton, Mass.: Education Development Center, 1970

Plato, The Republic. Cornford, F. M. (trans) New York: Oxford, 1945.

Plowden, Lady B., et al. Children and their primary schools: a report of the central advisory council for education. London: Her Majesty's Stationery Office, 1967.

Prescott, Jane & Raoul, Kathleen. Live and learn. Shady Hill News. Cambridge, Mass., Fall, 1970.

Rathbone, C. H. Open education and the teacher. Unpublished doctoral dissertation, Harvard University, 1970.

Richardson, E. S. In the early world. New York: Random House, 1964.

Rugg, H. & Shumaker, Ann The child-centered school. Yonkers, N. Y.: World Book, 1928.

Rousseau, J. J. Emile. Boyd, W. (Ed. and trans.) New York: Teachers College Press, 1956.

Sargent, Betsye. The integrated day in an American school. Boston: National Association of Independent Schools, 1970.

Sheehy, Emma D. The five's and six's go to school. New York: Greenwood, 1954.

Silberman, C. E. Crisis in the classroom. New York: Random House, 1970.

Skidelsky, R. English progressive schools. Baltimore: Penguin, 1969.

Tolstoy, L. Tolstoy on education. Weiner, L. (Ed.) Chicago: University of Chicago Press, 1967.

Walton, J. (Ed.) The integrated day in theory and practice. London: Ward Lock, 1971.

Weber, Lillian The English infant school: a model for informal education. New York: Agathon Press, 1969.

Wiseman, F. High school. (Film) 1969.

Yeomans, E. Education for initiative and responsibility. Boston: National Association of Independent Schools, 1969a.

Yeomans, E. The wellsprings of teaching. Boston: National Association of Indpendent Schools, 1969b.

APPENDIX A

Quotations from Major Writings

This appendix consists of a selection of quotations from Open Education literature and some writings which bear relation to it. The purpose of this presentation of quotations is to elaborate and explicate each of the eight themes which are presented in the main body of this report broken down according to the preliminary 106 characteristics of Open Education which derive from our content analysis of the literature of Open Education. The sources of these quotations, then, are the works chosen for that content analysis, and the criteria for selection of sources is explained in the section of the report, "Selection of Literature." Because the themes are developed from those proposed by Bussis & Chittenden (1970) and their influence runs through this research, quotations from their report have not been included.

The specific characteristics are grouped under the eight themes described in this report. There is no particular significance in the ordering of the characteristics within themes except insofar as we have attempted to group together those characteristics which seem most to interrelate, in the hope that this intra-theme grouping will facilitate understanding of the characteristics and enjoyment of reading through the quotations. The order in which the eight themes are presented follows that in which they are introduced in the report proper.

Under each characteristic, short quotations from several authors are presented. In general, fewer quotations are offered in those cases where very similar material is given under other nearby characteristics; for example, characteristics P9 through P12. Under any given characteristic, quotations from authors concerned specifically with Open Education are placed first. In those cases where comparative authors have contributed

relevant statements, these are placed after the Open Education authors' statements. Other than this convention, the basis for the ordering of quotations under each characteristic has been continuity of thought and general readability.

In many cases, a quotation could have served equally well in support of a different characteristic from the one under which it is placed. This problem of assignment demonstrates the interrelatedness of the characteristics and of themes in Open Education, and serves as a reminder of the necessary artificiality of defining the characteristics into explicit, separate categories. Among other things this appendix of quotations demonstrates the significant overlapping among characteristics and among themes which is a feature of Open Education pedagogy.

Naturally, this listing of quotations is far from exhaustive. Since the purpose of the list is to convey more fully the feeling and thinking underlying each characteristic, it should be understood that the collection of quotations chosen from any one author does not necessarily imply the emphasis in his full work. Conversely, the lack of a quotation from a particular author for a particular characteristic does not necessarily imply that he did not attach importance to that characteristic (see Tables 1-9). In the case of several authors, a quotation for almost every characteristic could have been cited, but did not seem useful to the purpose. In preparing this appendix of illustrative quotations the attempt has been made to range over all of the selected writers whose interest was particularly the Open Education approach to teaching children and to add material from the other authors selected for comparison when warranted.

P1. Manipulative materials are supplied in great diversity and range with little replication; i.e., not class sets.

> " [The teacher's] first job is to see that the children have the materials that they need....There must be a range of materials, which of course include books, suitable for the whole class, and a variety to satisfy individual needs." (Blackie, 1967, p.38)

> "At every stage of learning children need rich and varied materials and situations, though the pace at which they should be introduced may vary according to the children. If children are limited in materials, they tend to solve problems in isolation and fail to see their relevance to other similar situations." (Plowden, 1967, p.196)

> "Regarding the quantity of material stocked, a high density is maintained whenever possible, the feeling being that children should be offered the widest possible choice among the various pieces of equipment, books, tools, etc.... Although a high density of materials is generally maintained in these classrooms, there is a correspondingly low incidence of outright duplication." (Rathbone, 1970, p.46)

> "To go into this room, even without the children, was to be dazzled by a riot of colors, shapes, and textures. Drums, pots, mobiles dangling from the ceiling, masks, painting, printing gear, a small electric kiln - all the disorder of a dozen simultaneous workshops was pent up in this small room. But there was discernible a pattern, or perhaps a series of patterns, the kind of pattern which children can feel at home in, where the organization is sometimes the minimal amount necessary for efficient working and sometimes the exaggerated arranging lavished on a sacred object or a sacred process. It was a room of shrines cohabitating with the muddle which is incidental to utter absorption in a task, a room through long experience immediately submissive to every change of mood imposed upon it by its masters." (Richardson, 1964, p.viii)

P2. Books are supplied in diversity and profusion.

> "Increasingly in the good infant schools, there are no textbooks and no class readers. There are just books, in profusion...a great many single books, at all levels of difficulty." (Featherstone, 1967, p.5)

"This lavish provision of books and their constant use has perhaps been the most striking change in the English primary school since the war. Until it happened the full possibilities of children using their own initiative could not be realized or even imagined. In every subject teachers have been surprised at how much children will do when given a chance, and the chance is so often a good supply of good books." (Blackie, 1967, p.62)

P3. The environment presents a balance of commercially prepared materials and materials brought in or developed by teacher and students.

"A lot of rich material is needed, according to the teachers, but the best stuff is often homemade; and, in any case, it isn't necessary to have 30 or 40 sets of everything, because most activities are for a limited number of people." (Featherstone, 1967, p.4)

"Whilst a room needs to be well equipped with purchased apparatus, the children will also need a wealth of other materials for all types of work. These should include the elemental materials of sand, clay, water and wood." (Brown & Precious, 1969, p.21)

"On the one hand, teachers almost seem to favor the inclusion of scrounged 'junk'; on the other, children are permitted, even encouraged to introduce whatever material (within reason) they wish to have in the classroom." (Rathbone, 1970, p.48)

"...The most striking characteristic of this room is the profusion of things that might be labeled 'junk' - large wood blocks of various shapes, wires, ropes, all sorts of surplus electronic equipment and other machinery. Here, children can create their own worlds, their own learning environments." (Leonard, 1968, p.179)

P4. Common environmental materials (plant life, rocks, sand, and water, pets, egg cartons, plastic bottles, etc.) are used.

"When possible, multi-purposed material is given preference over single-functioned material; 'raw' material that admits to being employed in a variety of ways is favored over ready-made, 'prepared' equipment that has but one lesson to teach." (Rathbone, 1970, p.48)

"Primitive materials such as sand, water, clay, and wood attract young children and evoke concentration and inventiveness." (Plowden, 1967, p.193)

"Most standard classrooms are virtually barren of raw materials, of things, and are overloaded with prepared materials, heavily scored with pre-determined routes which allow only bogus exploration. The raw materials component of the environment is extremely important...By raw materials I mean all kinds of things, from pencils and paper to books and string and magnets and bottles and boxes, and paint and clay and mirrors and animals and..." (Kallet, quoted in Yeomans, 1969a, p.13)

P5. Materials are readily accessible to children.

"This teacher had in her classroom an amazingly large collection of materials and reference books. Whatever a child needed seemed always to be at hand. All of these materials were easily available on shelves or tables round the room. Generally the children went to the shelves to take whatever they needed." (Gardner & Cass, 1965, p.159)

"As the children arrive at school first thing in the morning, they come straight in and quite naturally start to do things. Many will be continuing an activity from the day before. Some will be attracted by a stimulating piece of equipment in math or science. Some will become immediately involved with creative expression in various media. Others will go straight to the section for domestic or dramatic play, some to the reading area or any of the other activities available in the room and some will just chat with a friend. This is the start of the day. For this to happen, the materials and apparatus must be readily available and within easy reach." (Brown & Precious, 1969, p.18)

P6. The teacher constantly modifies the content and arrangement of the classroom based upon continuing diagnosis and reflective evaluation of the children.

"It is the teacher who exerts pr al control over the origi-
nal stocking of equipment: he i sible for requesting,
ordering, finding (or scrounging) er he determines is
appropriate, and it is he who de ich material shall be
made accessible to the children en." (Rathbone, 1970, p.45)

"The timing of the introduction of materials is as important to child and adult as the nature of the materials....Only keen, first-hand observation can guide the teacher. Thus, one cannot separate the role of the teacher in selecting and supplying materials, from the role of the teacher in observing and diagnosing children's behavior. In order to prescribe and select materials to make available to children tomorrow, we must take advantage of what they are telling us today." (Barth, 1970, p.92)

"During the course of a given year in an open classroom the environment changes many times. The important thing is that the teacher be prepared to be adaptable and allow the children's interests to develop. Then the environment will perforce change because of them." (Prescott, 1970, p.8)

"[The teacher] must move, change, add to, or subtract from the environment constantly." (Prescott, 1970, p.5)

"Care must be taken to see that the amount and variety of materials is not so great that the child is overwhelmed by the formidable task of 'choosing.' Too wide a choice would seem paradoxically to be almost as limiting as too little and many teachers feel the need to withdraw certain things from the classroom and reintroduce them at what seems a more appropriate moment." (Brown & Precious, 1969, p.18)

P7. Children work directly with the manipulative materials.

"...providing young children with an abundance of concrete materials they can explore, manipulate, and handle - materials they can play with, for play is a child's work." (Silberman, 1970, p.219)

"The child must discover the fact for himself in his own time. He will do this if the relevant material is available to him in sufficient quantity and variety, if he is given many opportunities of handling it and trying it out (playing with it if you like) and if his teacher is constantly on the watch to assist the passage from one stage to the next, to encourage the dawn of understanding, to detect it when it happens and to open the way ahead." (Blackie, 1967, p.87)

"The idea is to have all the first steps performed on real materials, not as abstract exercises. Before a child tackles two times seven, he handles two sets of seven things, and seven sets of two things, using different kinds of objects." (Featherstone, 1967, p.10)

P8. The teacher permits and encourages constructive unplanned use of materials.

"Very often the teacher will put exciting material down which will suggest something to the child...She might put some cardboard boxes and think, 'That will give the children an idea. They might start making a train.' Then she must be prepared to find that it's been turned into a robot." (Cazden, 1969, p.11)

"A further expression of this attitude - regarding the child's right to put the equipment to whatever use suits his immediate purposes - is revealed in Open Education's fear of 'unitization.' Hull, for example, in 'Plastic Tubes, etc.' warns that as discrete curricular items become 'unitized,' the likelihood decreases of children having free-wheeling, long-term involvement with the materials at hand." (Rathbone, 1970, p.49)

P9. Space is divided into activity areas.

"The teacher in the open school organizes his classroom...to extend the range of possibilities children can explore. Children's desks are often removed from the room, leaving only chairs and tables. In classrooms where desks remain they may not be assigned to individual children. Space within the classroom is divided, often by movable screens or furniture, into 'interest areas,' each perhaps ten feet square." (Barth, 1970, p.80)

"The typical classroom consists...of a number of not very sharply divided areas in which children work individually or in groups at designated activities associated with that particular area." (Rathbone, 1970, p.26)

"I arranged everything in the room into 'corners' and eliminated all but 12 school chairs....Then came the big job of creating the atmosphere with the materials in each corner." (Prescott, 1970, p.4)

"The [first-grade] room is quite large and has many centers of activity and no one center of authority." (Kohl, 1970, p.59)

P10. Students do not have their own individually assigned desks.

"In these classrooms there are no individual desks, and no assigned places. Around the room...there are different tables for different kinds of activities: art, water and sand play, numberwork." (Featherstone, 1967, p.4)

"This system of organization eliminates the need for vast quantities of identical furniture. It also makes multiple sets of identical curriculum material largely unnecessary." (Rathbone, 1970, p.28)

P11. Activity areas are attractive and inviting.

"The room itself has a verve and flair that bespeaks imagination and talent; it is subdivided into any number of sections by dividers made of corrugated paper, which the children have painted in abstract and pop styles." (Silberman, 1970, p.292)

"In a school where the integrated day is in practice, the environment is all-important. It must be so well planned, challenging, interesting and attractive that the child wants to become involved with the materials, wants to satisfy his curiosity and to learn." (Brown & Precious, 1969, p.13)

P12. Activity areas provide for a variety of potential usage and allow for a range of ability levels.

"The teacher's task is to provide an environment and opportunities which are sufficiently challenging for children and yet not so difficult as to be outside their reach. There has to be the right mixture of the familiar and the novel, the right match to the stage of learning the child has reached." (Plowden, quoted in Silberman, 1970, p.218)

"The teacher can help...by providing intermediate levels of choice...lead successively toward the time when each child can pose problems for himself and independently work toward their solution." (Barth, 1970, p.102-3)

P13. Spatial arrangements are flexible.

"Although most work areas can be arranged for in advance, because of the inherent flexibility of this system, ad hoc preparation of space to perform new and anticipated functions is relatively easy to accomplish. Space arranged this way is particularly adaptable." (Rathbone, 1970, p.28)

"The arrangement of the spaces in the classroom are of utmost importance to the creation of an atmosphere in which children interact with one another and with the environment of materials. The arrangement is a fluid one, shifting as needs changed, new stimulation was needed. That the space shifted is an important element of this discussion of curriculum." (Sargent, 1970, p.4)

P14. Children are able to make use of other areas of the building and school yard for educational purposes.

"Ideally [the children] are free to use the whole of the school and are not strictly confined to one teacher in one room." (Brown & Precious, 1969, p.14)

"Equally significant is the flexibility of [the classroom's] assumed perimeter. For the boundary represented by those four walls is by no means generally accepted....Often multiple exits to the out-of-doors are available, and children are allowed and expected to take advantage of them as they will.... the extended environment is not only acknowledged, it is capitalized on and made deliverately inviting. When weather permits, carpentry, nature study, waterplay and even reading are as likely to be taking place outside as in." (Rathbone, 1970, p. 28-29)

"The children come and go. There might even be an occasion when a child says, 'Can I go into my friend's class?" (Cazden, 1969, p. 26)

"One school, in which the children are grouped horizontally by age in each classroom, gets its age-mixture by means of a corridor which extends the length of six classrooms. This corridor is a delight: with walls hung with pictures, bulletin boards, charts; with gay shops for selling various things, a puppet theatre, easels, clay table, plants growing in pots, aquaria, a record-player; and through it all children passing up and down to music, some in costume, some with prams, stopping to buy things or to visit in the Wendy House before going back to the classroom again." (Yeomans, 1969a, p.15)

"Nature study and field geography are conducted almost entirely out of doors. The children go into the fields and woods and look at the trees and flowers, ask questions about them, examine the differences in bark, leaves, tell each other what they think, and use their books to answer questions that the trees and plants have suggested to them." (Dewey & Dewey, 1915, p.24)

P15. Children move freely about the room without asking permission.

"...among other things, giving children freedom to choose from selected activities in the classroom, and to move around the room, talking to each other." (Featherstone, 1967, p.12)

"There were no set times for physical education, the children were free to use the climbing apparatus and small apparatus whenever they wished....Some children also went into the hall from time to time or into the music room to practise music and dancing. Many composed their own melodies and wrote these down. Many dances were made up, also." (Gardner & Cass, 1965, p.160)

"and children were of course moving around all the time. They were trusted." (Weber, 1967, p.412)

P16. Many different activities go on simultaneously.

"Typically, there is a variety of activities going on simultaneously, each child working in ways best suited to his interests, talents, and style." (Armington, 1964, p.6-7)

"You have all these different -- 'activities' I'll call them, for want of another word. They're all round the classroom. A child hasn't got to rack his brains and think, 'Now what do I want to do?' It's all there for him to see." (Cazden, 1969, p.11)

"Hence, at any given moment one is likely to find some children just starting, some just ending and others very much in the middle of a variety of tasks." (Rathbone, 1970, p.33)

P17. Talking among children is encouraged.

"Children are encouraged to talk, to communicate with each other and the adults around them about the things that interest and engage them. The incredible richness and variety of stuff in the classroom and the great diversity of activities going on at once provide that encouragement ....A silent classroom [British informal teachers] patiently tell American visitors, is the worst possible preparation for learning to read and write." (Silberman, 1970, p.241)

"It seems intuitively obvious that the amount of peer-group conversation that takes place in English infant schools is superior for language development to the enforced silence of many primary school classrooms in the U.S. At least there's no negative, repressive effect." (Cazden, 1971, p.8)

"Children are encouraged to talk in the good British primary schools, because, among other reasons, it seems that they make better intellectual progress when they can speak freely about what they are doing and when the teacher is ready from time to time with questions and appropriate terms." (Featherstone, 1967, p.9)

P18. Children help one another.

"The children talk with each other about their work and often work together. Their learning is frequently a cooperative enterprise marked by dialogue." (Armington, 1969, p.7)

"One distinct advantage of vertical grouping is that one can always find someone besides the teacher who knows how to do something." (Prescott, 1970, p.14)

"Within this broad mix of ages and abilities, constant short-term functional grouping occurs. Often self-selected, sometimes teacher-assigned, these sub-groups congregate within a particular area and for the purpose of attending to a particular task. For example, a seven-year-old might read a story to four fives, two sixes might construct a castle out of X-blocks together." (Rathbone, 1970, p.39)

P19. There are very few fixed time periods.

"For within the designated school day, there are remarkably few fixed time periods of any sort, especially those during which all children are obliged to give their collective attention to a single event or task. Instead, one encounters a pervasive fluidity, a thorough and continuous flexibility of scheduling." (Rathbone, 1970, p.32)

"There is minimum dictation by the clock." (Armington, 1969, p.7)

"We maintained a highly flexible schedule, with the emphasis upon the child's planning of his individual schedule which best suits his needs." (Sargent, 1970, p.3)

"If human beings are individual and unique, then any system of fixed scheduling and mass instruction must be insanely inefficient." (Leonard, 1968, p.181)

P20. Determination of each child's routine each day is largely the child's choice.

"The child is given the freedom to choose the things with which he wants to become involved and this can be achieved more easily where there is no parcelling out of time or directing of groups of children to different activities." (Brown & Precious, 1969, p.17)

"Each child is free to explore an interest deeply and is also free to disengage when an activity no longer seems appropriate." (Armington, 1969, p.6)

"There is a definite expectation, at Sea Mills and elsewhere, that each child will do some reading, writing, and arithmetic each day....But it still leaves each child responsible for selecting the form of his work, and the time during the day when he will do it. An integrated day can accomodate all kinds of individual schedules." (Cazden, 1971, p.11)

P21. Children generally work individually and in small groups.

"[Informal schools] generally abandon the traditional rigid time-table which divides the day into a succession of short periods. In its place there are longer periods during which, at the teacher's discretion and under his supervision, students may be engaged individually or in small groups in a wide variety of activities." (Silberman, 1970, p.209)

"Now don't think that the children all work individually, because they don't. We're most of us gregarious, aren't we? The children will get into little groups. There's always a leader of a group, and the children work together. So your group is naturally formed for you." (Cazden, 1969, p.11-13)

P22. Children generally group and re-group themselves through their own choices.

"For the child to have the freedom to choose an activity, to be alone or with a group is an essential feature of this environment. The element of choice allows for the needs of the child and will encourage spontaneous personal involvement and concentration to the exclusion of external activities and noise." (Brown & Precious, 1969, p.14)

"Constant realignment is a characteristic of these functional groups; it is as if the children were continuously coming together as small work crews." (Rathbone, 1970, p.39)

P23. The teacher does not group children by ability according to tests or norms.

"Groupings are not based on fixed criteria such as I.Q. or reading level, but are kept flexible, shifting with the changing needs and interests of the children." (Armington, 1969, p.7)

"In sum, grouping of children in Open Education schools is both flexible and functional. In part, it is determined by the school or the teacher; on a day-to-day level, however, much of the decision-making concerning who shall work with whom and for how long is left to the children themselves." (Rathbone, 1970, p.44)

"Open educators are universal in their condemnation of ability grouping....they believe that if a teacher is to respect children as individuals, then he cannot arrange them in homogeneous groups....Open educators' objections to ability grouping rest on: 1) the inability at the present time of adults and test instruments accurately to differentiate intellectual qualities in children...." (Barth, 1970, p.77)

P24. Formal class lessons are not conducted.

"The class lesson reflects 'an adult dominated environment which assumes that children have neither the competence for, nor the right to make meaningful decisions concerning their own learning.' (Belanger et al)....The degree of passion on this point is considerable. Proponents of Open Education attack the class lesson with a vigor matched only by their insistence upon grouping that is voluntary and...relevant and functional." (Rathbone, 1970, p.40, 42)

"[I]t's hard to say just when school actually begins, because there is very little organized activity for a whole class to do together." (Featherstone, 1967, p.3)

"You can go to school, as I did when I was a young teacher, with a lesson beautifully thought out. Tell the children a wonderful story; try to get them interested; have something for them to do at the end of the story; and think, 'Oh, I've done a wonderful thing because they've all copied it out. The writing from some of them was absolutely beautiful.' But ask those children to read about it two or three days later, and I doubt whether more than one in ten would really be able to read all of it." (Cazden, 1969, p.4)

P25. The teacher sometimes gathers the whole group for such activities as story or discussion.

"Class discussions were arranged as they were needed, sometimes once or perhaps twice a week. During my visits only one discussion was arranged, which lasted about 30 minutes. On another occasion impromptu discussion arose which took about 5 minutes." (Gardner & Cass, 1965, p.159)

"And we take the whole class, too. We don't talk just to individual children all the time. We take a whole class. Why not? Why not have the whole class and talk about time?" (Cazden, 1969, p.9)

"We sometimes began with a group meeting when there was some information to get across, some matter to discuss, or plans to be made. In the fall we met each morning as we got to know one another and to help us jell as a group." (Sargent, 1970, p.3)

"The process was a delicate one, with the teacher leading and directing but at the same time humbly ready to learn from the children. All of them, children and teacher, pursued the one end, which was to realize precisely and to express adequately their growing awareness of the world around them....An essential part was the non-directive discussion which took place so often and was a continuous background to all the work of the class." (Richardson, 1964, p.vii)

P26. The class is heterogeneous with regard to age.

"Many infant and junior schools use what the English call vertical or family grouping in which children of several age levels are grouped together in a single class. Older children thus can serve as models for the younger ones, and can also provide some of the instruction - a device that not only helps the younger ones learn, but also enables the older ones to test their own knowledge in action." (Silberman, 1970, p.243)

"Open Education schools do operate on a classroom system whereby specific teachers are responsible for specific groups of children...and typically this aggregation is organized along the lines of what is known as 'vertical' grouping. Vertical grouping, sometimes known as 'multi-age,' 'mixed,' or 'family' grouping, means the deliberate inclusion of children of different ages within a single educational environment." (Rathbone, 1970, p.38)

"However much we try to make school a continuation of home, it is still a contrived situation but we try to plan it so that the child's whole development may continue as naturally as possible....and if he joins a vertically grouped class, perhaps one where he already has a friend, he may feel at ease more quickly. This type of group is more akin to his own experience of groups than a horizontally grouped class would be." (Brown & Precious, 1969, p.43)

"...the extent to which children learn from each other, slow children learning from the quick, and the bright ones in turn, learning from the role of teacher they adopt with the slow. This is most evident in the small number of schools that have adopted family, or vertical, grouping: where there is not only no grouping by ability, but also no grouping by age, and every class contains a mixed bag of older and younger children." (Featherstone, 1967, p.15)

P27. The class is heterogeneous with regard to ability.

"The classroom environment was one in which reading was an important skill to have in order to gain information relevant to the needs and interests of the children. Children who could read were an incentive to those who could not, regardless of age." (Sargent, 1970, p.16)

"...among the three ages one can have as wide a range of ability as one has in an average second grade classroom. The difference is that the range looks and feels better to the children in our setting; all the differences are completely acceptable." (Prescott, 1970, p.15)

"Tracking...is not necessary in primary schools where the emphasis is on individual learning. English teachers are coming to see workable alternatives to ability grouping."(Featherstone, 1967, p.2)

P28. There is an overall purposefulness and a sense that the children value their work and their learning.

"The children are gainfully employed: they are learning from their own experiences all the time." (Cazden, 1969, p.16)

"The teacher occasionally glances around the room from where she is seated, working with a student on his 'maths,' but the sounds of activity seldom require damping down: everyone is talking; some are hammering at a bench (outdoors if possible); children are getting out apparatus or putting it away; highly spillable substances, such as soap suds and poster paints, are being poured and carried, sometimes spilled, always mopped up without fuss; and through it all there is a sense of the utmost serenity and purposefulness." (Yeomans, 1969a, p.21)

"[T]he extent to which children really have a choice and really work purposefully is astonishing....The purposeful self-discipline of these children is, we were told, just as surprising to middle-aged Englishmen as it is to Americans." (Featherstone, 1967, p.5,6)

P29. There is an overall sense of community of mutual respect and cooperation.

"The environment we seek to create within the school is one which is truly responsive to the needs and interests of children; in which children's learning is deeply rooted in experience; where knowledge becomes important because it is relevant and put to use; and where children in an atmosphere of mutual trust and respect, can carry on with each other and adults the kind of open dialogue that is the essence of good education." (Armington, 1969, p.5)

"And always the school functioned as a community, a community of artist-scientists....we must pay attention to both elements, the community and the individual artist-scientists. The school functioned as a community not in spite of but because of the individualism of its members - each person counted and was expected to make his own contribution to its life....These children were enabled by their poetry, their prints, their masks, and their painting to recognize aspects of themselves and to accept them in ways that would have been impossible otherwise. These embodiments of past selves provided a record for the individual and for his fellows which placed both their care for each other and their self-respect on a sure foundation." (Richardson, 1964, p.vi, viii)

"[W]hen the conventional routines of a school are abolished (the military discipline, the schedules, the punishments and rewards, the standardization), what arises is neither a vacuum nor chaos, but rather a new order, based first on relationships between adults and children, and children and their peers." (Dennison, 1969, p.9)

D1. To obtain diagnostic information, the teacher takes an involved interest in what the child is doing.

"Not getting much information about them, you won't be a very good diagnostician of what they need. Not being a good diagnostician, you will be a poor teacher. The child's overt involvement in a rather self-directed way, using the big muscles and not just the small ones, is most important to the teacher in providing an input of information wide in range and variety." (Hawkins, 1967, p.5)

"The knowledge of children gained from 'active'observation is invaluable to teachers. It gives common ground for conversation and exchange of ideas which it is among the most important duties of teachers to initiate and foster." (Plowden, 1967, p.194)

"The adult's function, in the child's learning, is to provide a kind of external loop, to provide a selective feedback. The child's involvement gets some response from an adult and this in turn is made available to the child. The child is learning about himself through his joint effects on the non-human and the human world around him." (Hawkins, 1967, p.4)

"At the same time [the teacher] is steering and expanding thinking, feeding ideas, and asking questions, she must be prepared to stop, observe, and listen to the child's explanation of what he has done." (Prescott, 1970, p.5)

"The exciting programs made provision for the teachers and pupils to relax, become interested in learning, get to know each other, and then really like each other in an atmosphere unlike that in other schools." (Howard, 1971, p.10)

D2. Diagnosis is based upon attention to the child's thought processes more than his solutions.

"To the extent the adult can recognize and share the child's cognitive and emotional investment of his work, in progress, he will worry less about incomplete or imperfect products." (Barth, 1970, p.114)

"And the teachers make it clear that they want to know what the children are doing, what they are thinking, how they feel, and so on." (Silberman, 1970, p.241)

"[T]eachers say they can watch children as they work and ask them questions; there is a better chance of finding out what children really understand." (Featherstone, 1967, p.6)

"We didn't give tests, at least not of the competitive kind. It was important to be aware of what the children knew, but more important to be aware of how each child knew what he knew." (Dennison, 1969, p.8)

"But what is really worth knowing is not that the earth is round, but the manner in which that information was obtained." (Tolstoy, 1967, p.332)

D3. Errors are seen as desirable, as a necessary part of the learning process because they provide information valuable to further learning.

"The teachers are very resourceful and quick to exploit for the children's advantage the situations which arise. Though the qualities of serenity and patience are often mentioned, they

are actively rather than passively shown. For example, teachers will not merely endure with patience outside interruptions or mistakes made by children, but make use of them as a growing point of learning or thinking for the children." (Gardner & Cass, 1965, p.154)

"The teacher's attitude towards error likewise contributes to the overall psychological climate, for fear of failure need not be great when error is treated as a normal, non-reprehensible part of the learning process. Theoretically, this is a 'climate in which it is possible to benefit from mistakes and not one in which they must be hidden in order to avoid ridicule'" (Quoted from Hull, in Rathbone, 1970, p.89)

"One important facet of the teacher's role is her diagnosis of the children's difficulties and the giving of appropriate help. These difficulties may occur on any front: social, emotional or intellectual. It is important that the teacher observes any wrong interpretations which children make. She must discover and help with any difficulties in learning a new skill or in the development of concepts or any problems on a social or emotional level."(Brown & Precious, 1968, p.33)

D4. Fantasy is valued; it is another way of knowing about the child and a means the child may use for learning.

"A teacher too can sometimes hurry a child on to an activity of some kind before he is ready because he appears to be doing nothing. In point of fact the need to 'stand and stare,' to take something in, in order to make it one's own, to escape for a moment into an inner fantasy world, away from everyone and everything, is a very necessary part of growth." (Gardner & Cass, 1965, p.164)

"DRAMATIC PLAY AREA: A collection of dress-ups (clothes) were kept all year in the washroom. Here the children were free to explore and imitate what interested them in the world around them. Through role-playing they tried on other people as they would try on a hat. There were many opportunities for clarifying mis-information, offering new pieces of information. There were also many opportunities for incorporating naturally the skills of reading, writing, and numbers into their play." (Sargent, 1970, p.56)

"Fantasy is a certain sort of imaginative feeling that all children should be free to express....Adults who deny children the expression of their wonder and fantasy with insistence on factual statement and thinking are surely maltreating their children." (Richardson, 1964, p.126)

"Lastly, there was Beverly, the born creative artist; beautiful, difficult, full of passion and sensibility, living always in two worlds at the same time; the real world, incomprehensible and unsympathetic, but which for Beverly had a magic casement through which she could escape to another world all her own. Whatever Beverly touched, she turned to art.... In her books, right from the beginning, Beverly employed phantasy as her medium, exploring always the distant and the unknown; using an element of magic to make all things possible, she was able to live out in her stories the situations of her dreams." (Marshall, 1966, p.147-148)

"To destroy all fantasies would be to make life a dull thing. Every act of creation must be preceded by a fantasy. Wren's fantasy must have built St. Paul's before a single stone was laid. The dream worth keeping is the one that can be carried out in reality. The other kind -- the flight fantasy -- should be broken if possible. Such fantasies, if long pursued, keep the child back.... [But] to break a child's fantasy before the child has something to put in its place is wrong. The best way is to encourage the child to talk about the fantasy." (Neill, 1960, p.137)

D5. Children do not always depend on teacher judgment; they also diagnose their progress through the materials they are working with.

" In playing with materials the children discover the nature of materials and begin also to discover the possibilities and limitations of their own powers." (Blackie, 1967, p.30)

"Materials in the classroom...have the capacity to provide information back to the child -- information which lets him know if and to what extent he has answered his question.... In the traditional school, the child has little responsibility and opportunity for participating in the assessment of his work." (Barth, 1970, p.38)

"[Andy] started by trying to put 8 rods in each cup, ran out of rods, and said, 'That won't work.' Then he put 4 rods in each cup, which gave him 8 rods left over. I thought he would distribute these among the 8 cups; to my amazement he emptied all the cups and started all over. Then he tried to put 6 rods in each cup; not enough rods. Then he tried 5 rods per cup, which worked. One of the beauties of this kind of work is that Andy had no idea, as he struggled toward the solution, that he was making mistakes. In his clumsy way he was doing a piece of research, and without having to be told that it was so, he saw that every unsuccessful attempt brought him closer to the answer he sought." (Holt, 1964, p.114-115)

I1. The basis for a child's instruction at the primary level is his interaction with materials.

"The teacher serves in a supportive rather than a didactic role, guiding the children, provisioning and structuring the environment. She is both a sensitive observer of and an active participant in the life of the classroom." (Armington, 1969, p.7)

"WATER PLAY AREA:.Limit: usually 2. This is an area rich in opportunities for problem solving, scientific exploration and observation, social exchange, dramatic play, and just plain fun. Various materials were provided for the exploration of the properties of water and to suggest possibilities to the children:pouring, filling, pipe systems, bubble blowing, sound, measuring, comparing, etc." (Sargent, 1970, p.48)

"When the children have used something, the teacher wants to see what the child has made with it -- if it's a material that's going to show something at the end. If it's water play, what the child has discovered from the water play. If it's junk -- what the child has made from it. Whatever they do, they talk about what they've done -- if they're unable to write. That is a must." (Cazden, 1969, p.18)

"Miss Grey felt that these play corners stimulated play, and thereby language, if the teachers took an active part in promoting play through provision of materials and through her participation as well." (Cazden, 1971, p.5)

I2. The teacher becomes involved with the child diagnostically before suggesting any change, extension, or redirection of activity.

"To understand the children as individuals and be able to plan for their needs, knowing their strengths and weaknesses, the teacher needs to observe." (Prescott, 1970, p.8)

"The function of the teacher, then, is to respond diagnostically and helpfully to a child's behavior, to make what he considers to be an appropriate response, a response which the child needs to complete the process he's engaged in at a given moment." (Hawkins, 1967, p.4)

"Another difference I would say with this method is that you can see when the child is ready....From each child, the teacher -- the teacher who is aware -- can discover something, and she can enrich that child's knowledge." (Cazden, 1969, p.3-4)

"It is not enough to create a rich environment....The teacher must know when, and how, to intervene if she is to achieve the main objective, helping children learn how to think, to form judgments, to discriminate." (Silberman, 1970, p.210)

"Each mind has a form of its own in conformity with which it must be directed. If you are a wise man you will observe your pupil carefully before saying a word to him. In the first instance leave his essential character full liberty to manifest itself, in order to get a better view of his whole personality ...Be simple and hold yourself in check, you zealous teachers. Never be in a hurry to act. So far as you can, refrain from a good instruction for fear of giving a bad one." (Rousseau, 1956, p.42, 43)

I3. The teacher plans instruction individually and pragmatically, based upon reflective evaluation of each child's particular needs and interests.

"The teacher must constantly scan the room, the corridor, the space outside the room, observing children who are working with different materials and with other children. In deciding when or when not to intervene, he must constantly ask himself the question, "Is there some way I can help further this child's exploration?" (Barth, 1970, p.75)

"When you give a child a range from which to make choices, he then gives you the basis for deciding what should be done next, what the provisioning should be for him, and that is your decision, it's dependent on your goals, it's something you are responsible for -- not in an authoritarian way, but you do have to make a decision and it's your decision, not the child's. If it's a decision to let him alone you are just as responsible for it as if it's a decision to intervene." (Hawkins, 1967, p.6)

"She must also watch and follow the real interests of the children. Children will always be excited and stimulated to work on things that are nearest to their hearts....Whilst the children work, the teacher will encourage them to talk about what they are doing although sometimes their absorption will be too intense to do this. There is a great deal of skill in knowing when to initiate discussion....The teacher will however need to assess the development of each child objectively so that she is able to determine the stability of understanding of concepts and so ensure progression." (Brown & Precious, 1968, p.29-30)

I4. The teacher becomes actively involved in the work of each child....as one who seeks to help him realize his goals and potential.

"A teacher who relies only on instruction, who forestalls children's questions or who answers them too quickly, instead of asking the further questions which will set children on the way to their own solution, will disincline children to learn." (Plowden, 1967, p.195)

"The teacher must be very careful that the words he supplies to the child are related to what the child is thinking. He must try to decipher the child's own language; he must also pay careful attention to the child's non-verbal behavior which often contains as much information as does his language." (Barth, 1970, p.94)

"As much as possible, children should be taught skills to solve problems they have initiated and not as ends in themselves. As teachers, we have to become more skilled in watching what the child is doing, in talking with him about it, before dashing in with the needed skill." (Raoul, 1970, p.23)

"Not teacher directed. I would say child-discovery, and then guided by the teacher." (Cazden, 1969, p.3)

"I was constantly looking both for ways of expression characteristic of childhood, and, inside that, for characteristics of particular children, hoping to help each develop his own way of seeing, thinking about things, and expressing himself in writing." (Richardson, 1964, p.104)

I5. The teacher tends to give individual children small concentrated amounts of her time rather than giving her general attention to the children as a class all day.

"When they work at it, teachers find they can make time during the day for children who need it. 'I can give all my attention to a child for five minutes, and that's worth more to him than being part of a sea of faces all day,' said a teacher in an East London school overlooking the docks." (Featherstone, 1967, p.6)

"The new type of teacher plays a much more variable role.... the teacher moves about among [the children], answering questions and asking them, offering encouragement, making suggestions, correcting mistakes, helping with difficulties, solving problems." (Blackie, 1967, p.41)

"Now the teacher is in the role of observer, guide, and partner to each individual child. She can be in immediate communication with him where he is working by a look, word or gesture or just by being nearby....The teacher must keep track of what the children are doing, talk with them about their work, extend it for them in proper directions." (Prescott, 1970, p.4-5)

"When C. gave her attention to a child or to a group of children she gave it very fully and appeared at leisure to carry on a really long and satisfactorily completed conversation." (Gardner & Cass, 1965, p.162)

I6. Instead of giving assignments, the teacher amplifies and extends the possibilities of activities children have chosen, through individualized conversation, introduction of related materials.

"We knew that children's play discloses starting points of interest from which the teacher can unfold for them the possibilities of extension....It is hard to predict what direction an interest will take. The driving force behind it is the children's own involvement and not the teacher's prepared plans or dominating influence, but the teacher is the one who may see the exciting possibilities which unfold only gradually to the children, so she must be ready." (Prescott, 1970, p.5)

"When teachers enter into the play activity of children they can help by watching the connections and relationships which children are making and by introducing, almost incidentally, the words for the concepts and feelings that are being expressed." (Plowden, 1967, p.193)

"Classrooms...in which individualized learning replaces most group instruction, the teacher's role changing from 'chalk and talk' teaching to that of 'observing, stimulating, and assisting children in their learning'." (Silberman, 1970, p.287)

"MATH CORNER:...The emphasis in this area was upon individual exploration, particularly with concrete materials, and discovery of mathematical concepts; the structure and pattern of mathematics. There was continual teacher guidance and suggestion, but little teacher instruction in the sense of a

group being given instruction followed by mechanical practice. The environment was of utmost importance in the development of mathematical concepts in this way." (Sargent, 1970, p.36)

"For the teacher in the open school, the problem is one of selection, for through the selection of materials, the teacher influences the direction of the child's exploration and hence his learning." (Barth, 1970, p.83ff)

I7. The teacher refrains from direct correction and from making judgmental statements.

"The adult must learn to accept and live with a child's errors, with the confidence that his ideas and behavior will change as the consequences of his mistakes become evident to him. We accept children's art work as tentative expressions of their thinking, why can't we accept their math and reading in the same spirit?...To the extent that the adult can remove himself from the role of corrector of the child's source of evaluation will become internalized; he will not always be looking to the teacher for rewards, punishment, approval, and corroboration." (Barth, 1970, p.115-117)

"I saw a good deal of cliche decoration on the first pots. I was careful, however, to make my comments about the good aspects of the work, for I believed that by so doing I would encourage the work along the right lines in the quickest manner."
(Richardson, 1964, p.21)

"The consideration pertaining to the teachers' learning to be non-judgmental, non-evaluative. Children easily confuse evaluation and approval; so do adults....It is not the job of the Open Education teacher to simply proclaim the child's error or to convince him of some variant: the role of the teacher is to provide the child an opportunity to test and retest the concept. Learning this attitude toward another's error is yet another consideration for assisting student teachers to become unthreatening yet helpful resources." (Rathbone, 1970, p.128-219)

"Every pupil must have a chance to show what he truly is, so that the teacher can find out what he needs to make him a complete human being." (Dewey & Dewey, 1915, p.101)

I8. The teacher encourages children's independence and exercise of real choice.

"When a child asks for help, the teacher can encourage independence by asking himself a series of difficult questions: "Is this child really asking for help by what he is doing?" "Does this child really need help?" "What will happen if he doesn't get help from me?" "If he needs help is it in his best interests for me to provide it, or can he get it from some other source?" (Barth, 1970, p.105)

"A teacher can quicken learning and direct it along more methodical lines by providing suitable experiences and discussion, but children need time and often learn most efficiently on their own." (Featherstone, 1967, p.9)

"If she manages not to exert pressure or bully children into activities, she will find that they will develop interests in the materials provided and some children will bring interests into the classroom from outside. If the right environment is provided and the teacher can be patient, then exciting things will begin to happen." (Brown & Precious, 1968, p.29)

"The teacher's intervention in the child's encounters with other children and with materials must be subtle. It is as possible for the teacher to interfere with children's learning by labelling and abstracting as by directing and prescribing." (Barth, 1970, p.93)

I9. The teacher keeps in mind long-term goals for her children which inform her guidance and extension of a child's involvement in his chosen activity.

"[I]t is perfectly possible to maintain rather fixed ultimate goals while at the same time including considerable daily flexibility with regard to short-term objectives. Thus a teacher might have very definite expectations concerning a student's learning of mathematics, yet not be willing to press for any particular yearly or monthly or daily 'mathematics schedule' for any given child." (Rathbone, 1970, p.51)

"A lot of the knowledge the teacher has given--you could say--'incidentally,' but not really incidentally because no teacher does it incidentally. She's got something and she wants to put it over to the children, doesn't she? She's not just throwing little pearls here and there. She really has got that in her mind that these children want to make cakes right. 'Now cakes?' The feel of different things....Even from that you can go on and find out how do we get flour. You can do quite a lot, according to the age of the children, their knowledge, and their desire to know." (Cazden, 1969, p.7)

"Time does not allow children to find their way by discovery to all that they have to learn...the teacher is responsible for encouraging children in enquiries which lead to discovery and for asking leading questions." (Plowden, 1967, p.201)

"All children (have) in them a gift of seeing directly and a talent for expressing their vision with truth and power. This talent or gift is a large part of what I mean by creativity. It is there in all children, I feel, but it will not come to the surface unless it is recognised and encouraged." (Richardson, 1964, p.117)

I10. The teacher provides direct instruction and assignments when warranted.

"In practice, a lot of teachers give work when they think it's needed. In this, as in any other way of doing things, teachers tailor their styles to their own temperament and the kind of children they have. But there are two circumstances when the teacher must be didactic: when children are unlikely to discover for themselves skills or information needed to pursue activities which are important to them; and when it is likely that a child's exploration will result in significant danger to himself or to the equipment he is using." (Barth, 1970, p.95)

"This teacher was not afraid to offer suggestions and on occasions to demonstrate a skill when this was necessary. Although her behaviour with the children was always easy and natural, she could be very firm when necessary." (Gardner & Cass, 1965, p.160)

"I saw that on some days I taught too much and occupied the time so much that little expressive work resulted. On the others I taught too little, and I saw that some children were in need of further direction or teaching. I began to record individual language needs then, and gave regular lessons where I saw that they would be helpful. I saw fit to give any lesson that I felt would assist the enthusiasm and accuracy of the expression." (Richardson, 1964, p.72)

I11. The approach to learning is interdisciplinary; e.g., the child does not generally confine himself to a single subject, such as mathematics, when learning.

> "In many schools there is no timetable and no division of the curriculum into separate subjects, so 'maths' will be going on in the classroom at the same time as painting or reading or writing--much writing, in fact, consists of accounts of things done in math." (Featherstone, 1967, p.10)
>
> "Good teachers have done so much to foster the interests of the children and open up fresh possibilities to them that in some schools there is no need to safeguard particular 'subjects' such as reading, writing and arithmetic by reserving special times for them, since the children can be relied upon to choose them sufficiently and sometimes for longer periods than would have been allocated by a time-table." (Gardner & Cass, 1965, p.7)
>
> "There are few obvious barriers between subjects, and much of the children's work is, in fact, interdisciplinary." (Armington, 1969, p.7)
>
> "Subject barriers and divisions of time do not and could not exist in this school with such a dynamic atmosphere. The children's interests and needs are the determining factor, not the timetable and subjects." (Brown & Precious, 1968, p.57)
>
> "Rigid division of the curriculum into subjects tends to interrupt children's trains of thought and of interest and to hinder them from realising the common elements in problem solving. These are among the many reasons why some work, at least, should cut across subject divisions at all stages in the primary school." (Plowden, 1967, p.197)

I12. Activities do not arise from pre-determined curricula.

> "BLOCK CORNER:....Block buildings were cleaned up on Fridays, thus increasing the depth of many experiences because of the longer availability, the chance to build on. The Block Corner too could be relaxing or intellectually and socially challenging. The mathematical experiences, for example, are many: fractional

relationships among blocks, sorting blocks by size and shape, spatial relationships, counting blocks needed, etc. Social studies exploration was apparent in the construction of airports, harbors, castles, farms and barnyards, hospitals, cities, and extended by the addition of books and pictures, discussions, signs, crayons and paper. There was a strong potential for map-making, for translating from three-dimensions into two, and of course for dramatic play: learning about life by creating it and imitating it." (Sargent, 1970, p.44)

"Since anything and everything a child may do can provide the occasion to be maximized, teachers are always teaching; the intellectual and emotional demands seem relentless and unending. And teachers need to be informed about many more things; the curriculum is not limited to the teacher's lesson plan, but is as broad and unpredictable as the children's interests." (Silberman, 1970, p.267),

"With guidance from the teacher the children plan their own activities drawing from a range of relevant choices." (Armington, 1969, p.6)

"Children responses to the environment provide many of the starting points for learning. Activities most often arise from the needs and interests of the group rather than from a prescribed curriculum. When commercial materials and programs are used, they must be made available in ways that protect the children's responsibility for their own learning." (Armington, 1969, p.6)

"In this school...homo faber and homo ludens were together in the child who thought and felt. Studies and activities grew naturally out of what preceded them. New techniques were discovered and skills practised as each achievement set new standards.In such an'integrated' curriculum the integrity of persons is preserved even more than the integrity of topics." (Richardson, 1964, p.v.)

E1. Evidence of learning is assessed through direct observation of what the child does and says and produces.

"Chronicling a child's behavior and collecting examples of his work removes the teacher from attempting to make categorical and arbitrary judgments about a child's performance....In one way, evaluation is easier in a classroom full of materials. Most children in this type of environment are behaving overtly; the trained eye can 'see' what they are doing and make inferences about what they are thinking. The teacher has the unique opportunity to observe children as persons and as investigators in context--interacting with materials." (Barth, 1970, p.112-113)

"It's only in observing children that you really do know your children." (Cazden, 1969, p.10)

"Sources of information about a child include his parents and friends, the child's conversation, his writing and picture making, but the most valuable source is through careful observation." (Brown & Precious, 1968, p.33-34)

"The absolutely impossible thing for most people is to see anything as a child sees it,unclouded by maturity, and not through a mirror of assimilated experience. So in being critical [the teacher] must beware of judging by what he thinks a child should do, or what a child should like; the criterion is what the child does do, and what he likes." (Marshall, 1966, p.107-108)

"All work was presented in some way or other to the whole class, and a basis of values was developed, so that through the process of discussion and assessment a piece of prose or poetry was recognized as being of value or not. In consequence a piece of writing under examination was always considered somewhat dispassionately. There was no place for disagreement with the opinion of the majority because of a temporary dislike of the author, nor was there a place for unworthy praise of poor work." (Richardson, 1964, p.47)

"We did not give report cards. We knew each child, knew his capacities and his problems, and the vagaries of his growth. This knowledge could not be recorded on little cards...When (the parents) wanted to know how their children were doing, they simply asked the teachers." (Dennison, 1969, p.7)

E2. Pre-determined yardsticks of performance are not used in evaluating children's work.

"The open teacher does not have a common, predetermined yardstick of academic and personal behavior against which he compares children." (Barth, 1970, p.112)

"No one worries, however, if a child is not ready by the age of seven or even eight. Sometimes the parents become concerned, but the teachers are confident that a normal child who is not made to feel deficient because he has not learned to read when others do, will do so in his own good time....Meanwhile, they have had full days, in which all of their faculties have been occupied, without the stigma of being 'nonreaders' or 'repeaters.'"

"Although it is the teacher's function to know 'where the child is' and in that sense to evaluate his work, Open Education does not generally consider it the teacher's duty to assess one child's product against some external standard of achievement, announcing to the child a 'grade' in the traditional manner." (Rathbone, 1970, p.112)

"The children showed much interest and consideration of individual standards. They were kind to children who rarely shone in their expression and saw that what was 'good' for one person was not the same 'good' for another." (Richardson, 1964, p.46)

"The new conception of child art simply takes into account that children are not solely adults in the making, but creatures in their own right, as tadpoles differ from mature frogs, or caterpillars from butterflies. They have their own set of emotions, abilities, and techniques. What is expected of them is childlike, not pre-adult work. All that is asked is that they should do what comes naturally to them, within the bounds of reason and common sense." (Marshall, 1966, p.106)

E3. The teacher avoids traditional testing procedures and tests.

"Teachers are often anxious about testing the children's progress. The ability and stage of development of each child is constantly in the teacher's mind so that if a teacher does feel the need to assess it should be in terms of the child's own progress. Natural regression and the delicate balance of the child's health, his happiness, and his peace of mind must be taken into account and any criticism should always be helpful and encouraging." (Brown & Precious, 1968, p.32-33)

"External incentives such as marks....influence children's learning mainly by evoking or representing parents' or teachers' approval....The children who most need the incentive of good marks are least likely to gain them." (Plowden, 1967, p.196)

"We envision that some use will continue to be made of objective tests within school....as long as they are used with discrimination and teachers do not assume that only what is measurable is valuable." (Plowden, 1967, p.201)

"There must be a way to educate young children so that the great human qualities that we know are in them may be developed. But we'll never do it as long as we are obsessed with tests. At faculty meetings we talk about how to reward the thinkers in our classes. Who is kidding whom?" (Holt, 1964, p.141)

"We didn't give tests, at least not of the competitive kind ....We could learn nothing about Maxine by testing Elena. And so there was no comparative testing at all. The children never missed these invidious comparisons, and the teachers were spared the absurdity of ranking dozens of personalities on one uniform scale." (Dennison, 1969, p.8)

E4. Evaluation of the effect of a child's school experience covers a long range of time; the teacher preferably has each child more than one year.

"Couple all that with your own observations in the classroom and the fact that with this family grouping, you do keep your children the whole time. At the end of the two years, or three years in the case of some children, you really do know them." (Cazden, 1969, p.10)

"A wide variety of material was available to meet the needs and demands of each individual in his learning to read. The approach was an eclectic one: personal experience, phonics, sight vocabulary, linguistics, all were available to be called into use as needed. As much use was made of immediate experiences and situations as of commercially published materials. Enjoyment of books and of reading was of as much concern as the decoding skills with the aim being the development of both over a three-year period." (Sargent, 1970, p.16)

"Primary schools should learn from secondary schools how their children compare over a period with children from other schools." (Plowden, 1967, p.202)

E5. The teacher's record-keeping consists of individual histories chronicling the child's development.

"In informal conditions, it is essential for the teacher to keep detailed and accurate accounts of what a child is learning, even though at any given moment she might not know what he's up to. Children help by keeping their own records....If Americans could ever see some of the detailed histories kept of each child's separate path...they would feel, quite rightly, that a report card is a swindle." (Featherstone, 1967, p.6)

"She jots. She jots during the day, and she writes it up at the end of the week. She keeps a very comprehensive record about her children, about their characteristics, when they show that they're beginning to take leadership, when they are apprehensive." (Cazden, 1969, p.10)

"From time to time the teacher stops for a minute to jot down a comment in the record book she keeps for each child (Peter is trying to write his name for the first time, Evelyn is making much brighter pictures, John seems to be resisting maths, Susan has learned to multiply by two, James is coming out of his shell --he talked more easily and played with others for the first time)." (Silberman, 1970, p.225)

"So that insights will not be lost they must be recorded. In a special notebook the teacher keeps an anecdotal record on each child in her class....It is not necessary to report every day, but to include important happenings and learnings, how the child reacts to people and specific situations, as well as one's personal speculations as to what is going on with him." (Prescott, 1970, p.8)

"Some form of written record is essential and should include all aspects of the child's development. Actual anecdotes often give more information than mere statements. It will help considerably if a record of the child is kept with relevant dated information which may concern his physical, emotional and cognitive development. If this is kept from the beginning of his school life, it will read as a biography..." (Brown & Precious, 1968, p.33)

E6. The teacher keeps a collection of each child's work and makes use of it as the appropriate measure for his evaluation.

> "A careful record has to be kept of what each child does so as to ensure that over a period, say of a term, there is a proper balance between subjects and appropriate progress within subjects. If each child has a folder in which all his written work, in whatever subject, is kept, it will be possible to see quite rapidly whether both these requirements are being met. The teacher will also maintain his own records and these two together will constitute a much more informative and useful account of work done than the old type of teacher's record which was simply a statement of lessons given and set." (Blackie, 1967, p.49-50)

> "I saw, too, that even the short piece of writing that was not very well thought out should be accepted, for often the same subject came up again, and as the writers became able to deal with it they produced new and more complete statements. These were not revisions of the old; they were new attacks on the material and seemed to be unconnected with the earlier statements." (Richardson, 1964, p.71)

> "This detailed study of the work of one child is often very salutary for the teacher, because in the context of education in general, it is far too easy for individual children to turn into that nondescript entity called 'the child.' It is so much more to the point of successful education to regard a class as a collection of individuals than to think of the individual children as fractions of a class." (Marshall, 1966, p.120)

E7. The teacher uses evaluation to provide information she will use in seeking better ways of encouraging and providing for children's development.

> "In the open school, evaluation is primarily for the benefit of the learner, and only secondarily for the convenience and benefit of parent, teacher, or administrator." (Barth, 1970, p.112)

> "The teacher is...making notes and thinking ahead to the provision she must make for tomorrow....When Yvonne was working from the book How to Make a Doll's Dress she was confusing twice as big with half as big. 'I must remember that tomorrow and see how I can help her towards understanding this point....What else have I to remember?...A further supply of bulbs and batteries so that the boys can light up the mechanical men. They were frustrated today when the batteries would not work.'" (Brown & Precious, 1968, p.50)

"There were some who for long periods of time did not write anything that was considered to be of value. I felt that I had to increase the amount of environmental study so that there was sufficient stimulation....It was necessary to induce attitudes of awareness in the children so that they become observers as well as appreciators of the world around them." (Richardson, 1964, p.47)

"The first principle of free learning is that if an environment fails to draw or to educate, it is the environment's, not the learner's fault." (Leonard, 1968, p.154)

"The educators make it their business to know where and how each child spends his time. If a child stays in the gym all the time, for example, the educators try to figure out why, then set up learning situations for him that will draw him out." (Leonard, 1968, p.182)

H1. The teacher respects each child's personal style of operating - thinking and acting.

"In short, the teacher in the open school respects children as individuals by stressing the quality of the relationship between adult and child and among children." (Barth, 1970, p.79)

"an important priority: namely, that it is more important for a child to have the experience of receiving someone else's respect for him and for his wishes, than to have the experience of submitting to someone else's notion of 'what's good for him.' To honor the child's rights as a human being, then...means treating him with courtesy, kindness, and respect...in the sense of honor: to respect a child means to honor his rights; it means valuing him as a human being whose rights are no less valid than an adult's." (Rathbone, 1970, p.81-82)

"Perhaps the word 'respect' might be more appropriate. I don't want to deny a very important element of affection for children in the makeup of good teachers, but the essence of the relationship is not that." (Hawkins, 1967, p.1)

"Miss B. respected her children and they certainly respected her. She welcomed the children when they came into the room in the morning and often said, 'Please' or 'Thank you' or asked a child's permission before looking at a piece of work." (Gardner & Cass, 1965, p.159)

"At the end of the second stage of my work here, perhaps the greatest result of all was in the new teacher-child relationship. I had learned to respect the intelligence, integrity, creativity, and capacity for deep thought and hard work latent somewhere in every child: they had learned that I differed from them only in years and experience, and that as I, an ordinary human being, loved and respected them, I expected payment in kind. Conversation and discussion became one of our chief delights, and above all, we learned to laugh together." (Marshall, 1966, p.76)

H2. The teacher rarely commands or reprimands.

"Most important, however, the free day classroom relieves the teacher of the necessity of being a timekeeper, traffic cop, and disciplinarian. In a formal classroom, a large proportion of the teacher's time and an extraordinary amount of her energy are consumed simply by the need to maintain order and control. ('I cannot begin until all talking has stopped and every eye on me!')" (Silberman, 1970, p.268)

"'A crucial distinction must be made between authority and authoritarianism. The former represents accumulated experience, knowledge and insight. The latter represents their counterfeits: age masquerading as maturity, information as understanding, technique as originality. Authoritarianism is forced to demand the respect that authority draws naturally to itself. The former, like all demands, is likely to meet with hostility; the latter, like all authenticity, with emulation...! It is vital to the successful functioning of the open classroom that the teacher be an authority, without becoming an authoritarian." (Duberman, quoted in Barth, 1970, p.107)

"It was generally the less able individual who gave the most orders. One teacher was very anxious that her children should be independent, a very commendable thing. She did, however, give her children too many specific orders, 'Mary go and wipe your face and hands,' 'John, put the bricks away,'....If [the more secure teachers] wanted help, or a simple routine carried out, they would encourage independence rather than demand it." (Gardner & Cass, 1965, p.166)

H3. The teacher values the children's activities and products as legitimate expressions of their interests, not simply as reflections of their development

> "I, too, see the children as individuals, each fully stretched and developing at his or her own rate, and to do this one must disregard the chronological age but always be aware of the best any one child can give." (Brown, quoted in Yeomans, 1969a, p.33)
>
> "Children recognize themselves in and through the things they make. From their paintings, their prints and their pottery they learn answers to the question, 'Who am I?' They are then free to respect others for their achievements and their insight because they themselves, standing amid the work of their hands, take a solid pride in their own craftsmanship or artistry." (Melser, Introduction to Richardson, 1964, p.v)
>
> "This assessment in wholes [sic] by the children, and the individual way in which they liked to work, should be understood and encouraged. It requires sensitivity to varying situations and the ability to recognise the best time to urge a child to go on to a better and fuller expression. This is especially true of children like Allan, who seek a modicum of satisfaction in creative writing without a great deal of success....Their lack of success becomes apparent to them when they hear the fuller and more expressive statements read out by the others." (Richardson, 1964, p.76)

H4. The teacher respects the children's ideas.

> "When visiting the classrooms of good teachers one is always struck by their tendency to stand back and let the children's work be seen. The visitor will be told of the ideas suggested by the children, and success achieved by one or another child will be pointed out. Nothing will be said of their own share in bringing about a situation in which the child's ideas were accepted and used and their achievements encouraged and helped." (Gardner & Cass, 1965, p.21)
>
> "Gradually the room was 're-decorated' with children's work, which was displayed only if it was considered of sufficient value by the group or by certain individuals like David W., who we knew were better judges of art and craft values than the rest of us....A good deal of technical advancement took place as the result of the cutting out of 'good pieces' from otherwise uninspired paintings." (Richardson, 1964, p.198)

H5. The teacher respects the children's individuality by rejecting ability grouping, group norms, homogenization.

"Heterogeneous grouping in terms of age and achievement levels ...avoids the pitfalls of attempting to classify and label children....Implicit in this type of grouping is the notion that achievement levels cannot always be equated with age or grade levels. Multiple grouping of this kind makes mandatory greater individualization of instruction and eliminates the concept of failure." (Howard, 1968, p.3-4)

"If the children are valued for themselves, they will not be judged or labelled." (Brown & Precious, 1969, p.37)

"Ability grouping is a logical extension of the transmission of knowledge model of learning. If one assumes that the child learns from an agent outside of himself--teacher, program, film--then, given the need to educate large numbers of students, it follows that the more closely students are matched along certain relevant dimensions (e.g., test scores, age, perhaps sex) the more efficiently knowledge can be transmitted to them....But the price of this kind of homogeneity and efficiency is the limitation, if not the elimination, of important individual distinctions. It becomes impossible for teachers to respect children as individuals when the more children act like individuals (ie., differently) the more difficult it becomes to group them and instruct them." (Barth, 1970, p.76)

H6. The teacher takes children's feelings seriously.

"the general caring for the child. This means caring for his intellectual development, of course, because this is what school is all about. But it also means caring for the emotional and physical and spiritual sides as well." (Tom John, quoted in Silberman, 1970, p.232)

"There is room (both inside and outside of school) for emotional life, for fantasy, for speculation, and for art, as well as for intellectual discipline." (Yeomans, 1969a, p.26)

"What the student needs...is an ally in the world. This is what I mean by supporting his quest for wholeness. It is the difference between saying, 'You are right to detest your parents' and saying 'You are obviously suffering because you detest your

parents.' It is the difference between saying, 'Transcend your sexual guilt! Be free!' and saying, 'Let us take your guilt seriously. How do you experience it?'...I am insisting that every teacher put himself in relation with the person before him, and not with one portion of that person's conflicts." (Dennison, 1969, p.105)

"Coleman concluded that...those with low interest in school, low self-concept and low sense of control had low achievement....If attitudes such as self-concept and sense of control are the most important factor in educational achievement changes will be required in schools...that teachers begin to look at the concerns of kids, that they try to find out what kids are feeling, what they are thinking about...and what they do with themselves." (Borton, 1970, p.59)

H7. The teacher recognizes and does not hide her own emotional responses.

"It is not only desirable from the adult's point of view that he behave openly with children, it is essential from the child's point of view. Children must receive frequent and accurate responses from the personal as well as from the physical world; in order to learn, they must be provided with the interpersonal consequences of their actions as well as the physical consequences. Thus, prompt expression of annoyance and anger towards a disruptive child is essential for both teacher and child and for the establishment of their relationship." (Barth, 1970, p.69)

"It is important too that [the teacher] is not afraid for the child to know that she is a human being and so has weaknesses as well as strengths. The tendency in the past was for the teacher to be afraid to show a 'chink in the armour' and the children were faced with the impossible task of trying to model themselves on this infallible being who had no faults and was never wrong." (Brown & Precious, 1969, p.28)

"[Miss C.] showed a genuine sharing of her feelings and ideas with those of the children and she not only sympathised with them, joining in with their joy or sorrow, she also shared such of her own feelings as were capable of being understood by the children concerned." (Gardner & Cass, 1965, p.163)

"Mind you, we are not above and beyond human foibles. I spent weeks planting potatoes one spring, and when I found eight plants pulled up in June, I made a big fuss....Yet there was a difference between my fuss and that of an authoritarian. My fuss was about potatoes, but the fuss an authoritarian would have made would have dragged in the question of morality--right and wrong. I did not say that it was wrong to steal my spuds; I did not make it a matter of good and evil--I made it a matter of my spuds. They were my spuds and they should have been left alone. I hope I am making the distinction clear." (Neill, 1960, p.8)

H8. Children generally do not try to suppress emotions.

"Perhaps most importantly, open education is characterized by an openness of self on the part of children and adults. Persons are openly sensitive to and supportive of other persons, not closed off by anxiety and threat. Feelings are exposed and respected. Teachers are open to the possibilities inherent in children; children are open to the possibilities inherent in other children, in materials, and in themselves. In short, open education implies an environment in which the possibilities for exploration and learning of self and of the world are unobstructed." (Barth, 1970, p.57)

"In such a classroom, children can work out their relationships with each other and come to terms with their own impulses. There is legitimate outlet for feelings of insecurity, hate, fear, aggression and love in dramatic, imaginative, social and creative spheres....The child must feel fairly secure within himself and with the social and physical world around him or he will be prevented from becoming completely absorbed in his activities and unable to express himself freely." (Brown & Precious, 1969, p.14)

"'Even in a subject like math it becomes harder and harder to separate feelings from thinking.' 'Yeah,' another student chimed in. 'I remember hearing myself say in class, 'Now I know what I'm about to say is emotional, so don't take it too seriously'--and suddenly I thought, 'Who says we shouldn't take emotion seriously? Who says that a reaction to a situation is only valid if it is cerebral?' 'Sure, feelings are important and there's no reason to delegate them to some sort of second place. So now I don't, and I don't think many others do, either.'" (students quoted in Silberman, 1970, p.360)

H9. The teacher strives to recognize emotions differentially and to act as a stabilizer upon whom children can depend when the going is difficult.

> "[The teacher] is the one person to whom every child in her class can refer to as a counsellor, guide and friend and rely on for mutual understanding and respect. The children should be able to communicate ideas in every media and feel secure if they wish to reveal their innermost thoughts and feelings. She must be respected by all her children because of her interest and concern for them and they will then feel free to use their own initiative in the learning situation." (Brown & Precious, 1969, p.34)

> "This view of children in school, then, acknowledges the emotional and psychological facts of living in groups. It accepts the consequences of drawing children out, helping them express their ideas and their feelings, encouraging them to find, assert and know their own unique points of view. It recognizes too, an obligation to provide a suitable context for these children--alone, among peers, or in a one-to-one relationship with the adult in the room--to thrash out and become comfortable with their own feelings." (Rathbone, 1970, p.92)

> "Gloria [a teacher] is inevitably so considerate of each child, taking differences into account and measuring her response accordingly....Gloria is so direct and gently strong in these relations that each child is getting just about what he needs." (Dennison, 1969, p.61)

> "What we human teachers have to give, ultimately, is ourselves--our own love for life and for our subject and our ability to respond to the personal concerns of our students." (Borton, 1970, p.57)

H10. Conflict is recognized and worked out within the context of the group, not simply forbidden or handled by the teacher alone through punishment or exclusion.

> "Nevertheless, there are times when the teacher must intervene. When a child is behaving in a severely destructive or disturbing way--say destroying another student's art work--the offended child will probably make his grievance known. If the class

cannot resolve this situation the teacher may gather the children around and discuss the problem. Children are usually willing and able to identify what is bothering them and to suggest ways of coping with it. Usually a meeting of this kind, convened in response to disruptive behavior establishes the fact that the class recognizes and objects to specific behavior on the part of a child, thereby putting him on notice that he is disturbing others." (Barth, 1970, p.110)

"[The teacher] has the final responsibility for making decisions and setting the boundaries between what is acceptable and what is unacceptable in the room; but the discipline of the group is based on mutual respect between the teacher and the child, and between child and child, and is gradually assumed as a group responsibility." (Brown & Precious, 1969, p.26)

"[The] teacher acknowledges the inevitability of interpersonal conflict within his classroom. In recognizing it, however, he also recognizes his obligation to deal with it; he does not reserve that part of growing up for recess, but instead makes the assumption that children have the capacity to work out their conflicts and anxieties within a group of classmates." (Rathbone, 1970, p.91)

"We had already begun regular discussions on behaviour and rules, in order to work out a system of values that suited us. We found it interesting that the same group of children saw that it was they who were involved in most breaches of discipline.... I found that I could solve a great number of behaviour problems ...by allowing the children the opportunity to discuss and solve the situation by some sort of resolution of energies." (Richardson, 1964, p.18)

"Children are capable of positively curative effects on one another when their relationships are allowed to evolve naturally ....I am not speaking here of children thrashing about in a vacuum of neglect, but working out relationships against the background they are entitled to expect of adult protection and concern." (Dennison, 1969, p.192)

H11. <u>There is no abdication of adult authority and responsibility</u>.

"Open schools are not laissez-faire places where anything goes. The teacher knows and the child knows that an authority is present and that the teacher, no matter how personal and supportive he may be, is that authority. Teachers believe that although a child may appear to work for disorder, no child

enjoys disorder. All recognize that unless someone is in charge they will not be able to move freely, explore freely, and choose freely. In many open classes there are only two rules: no destroying equipment; no destroying or interfering with the work of other children." (Barth, 1970, p.111)

"In some [progressive] schools, the energies of staff and children were wasted in testing the limits of permissible behavior, a procedure that was almost forced on the children by an abdication of adult authority. It is not strange that the abdication did not always result in freedom: in practice, freeing children from adult authority can mean exposing them to the tyranny of their peers, and eliminating 'external' rules can mean setting up subtle and unacknowledged rules that are just as ruthless and, even worse, vague and arbitrary." (Featherstone, 1967, p.13)

"If compulsion is damaging and unwise, its antithesis--a vacuum of free choice--is unreal." (Dennison, 1969, p.110)

"In actual practice there is, of course, authority. Such authority might be called protection, care, adult responsibility. Such authority sometimes demands obedience but at other times gives obedience." (Neill, 1960, p.156)

H12. The class operates within clear guidelines, made explicit.

"You've got to have order, you can't have chaos in your classroom....You see, you make your rules as well." (Cazden, 1969, p.11)

"Six children can play in the Wendy House," says a sign in one classroom. The ground rules are that they must clean up when they finish, and they mustn't bother others." (Featherstone, 1967, p.4)

"The main principle upon which the School is run is freedom. This freedom is not quite unqualified. There is a number of laws concerned with safety of life and limb made by the children but approved by the Head Master only if they are sufficiently stringent....But the degree of freedom allowed to the children is very much greater than the inspectors had seen in any other school, and the freedom is real." (Inspector, quoted in Neill, 1960, p.77)

H13. The teacher promotes openness and trust among children and in her relationship with each child.

" The teacher will first of all want to know the children as individuals. This takes a little time since it will not just be a matter of knowing their names, or even what they can do, but will mean getting to know them as people. This means establishing a relationship with them. Ideally this will be a relationship of mutual trust and respect, in which coercion and punishment have no place and where marks and rewards are unnecessary." (Blackie, 1967, p.37)

"Ideally, the Open Education classroom is 'a place of trust and openness, where interpersonal defensiveness has nearly disappeared, where expression of feeling is encouraged by others and accepted by the group. Feelings are aired freely as inhibitions are loosened, and people become more and more receptive to honest observations of themselves, their own motives and the behaviors and motives of others. As communication about these things increases, so does mutual respect, and, with both, a greater capacity for toleration of difference. The result is an increase in an individual's freedom to change, if and when he finds change desirable.'" (Belanger et al, quoted in Rathbone, 1970, p.87)

"Children are astute and they sense quickly whether the teacher is really interested or just putting on an act to try to encourage them. Respect, trust, confidence, affection and lack of fear are some of the ingredients which go to make up the relationship." (Brown & Precious, 1969, p.28)

"The importance of this in the 'I-Thou' relationship between the teacher and the child is that the child learns something about the adult which we can describe with words like 'confidence,' 'trust,' and 'respect.'" (Hawkins, 1967, p.6)

"Allow me the delusion, for a few moments, that I am Secretary of the Interior, with infinite powers in the field of education....The chief characteristic of the staff would be the ability to show trust in the pupils, to treat them as respectworthy and not as thieves and destroyers." (Neill, 1960, p.287)

H14. In general, relationships are characterized by warmth and affection.

"Her real affection for the children showed itself in her untiring efforts on their behalf to stimulate and to encourage, her sensitivity and quickness to sense their need for help over a difficult patch, and her very real sympathy, expressed both by words or comfort and a caress, when a child was hurt or unhappy." (Gardner & Cass, 1965, p.160)

"It was very obvious, for example, how necessary it was to be able to give and receive affection, to share and cooperate in the children's interests, pleasures, joys and sorrows,..." (Gardner & Cass, 1965, p.166)

"She was a respected member of the community, and demonstrated noticeable warmth and understanding with children." (Howard, 1971, p.11)

"And always the school functioned as a community, a community of artist-scientists....Personal views, even eccentric ones, were welcomed. The primary demand on the child was that he should think through to exactly what he observed, felt, or believed....But combined with this demand for the expression of a personal view, and of course necessary to it, was the willing acceptance of idioryncrasy and the affectionate acceptance of the strengths and limitations of each member of the group." (Richardson, 1964, p.vi)

H15. The teacher recognizes and admits her limitations when she feels unable to give a child the help he needs.

"...if the teacher does not know, it would be better to be honest and admit it but suggest a way that they could both find out." (Brown & Precious, 1969, p.31)

"Informal education relieves the teacher of the terrible burden of omniscience....In an informal classroom...the teacher is the facilitator rather than the source of learning, the source being the child himself....The consequence is an atmosphere in which everyone is learning together, and in which teachers therefore feel comfortable saying to children, 'I'm awfully sorry, I don't know much about this. Let's go to the library and get a book, and we'll find out together,' or 'What kind of experiment can we set up together to find the answer?' or 'Where might we turn to find out?'" (Silberman, 1970, p.267-268)

"The question, 'How can we find out?' becomes honest and real for both child and adult—a question which, if genuine, offers great interpersonal as well as pedagogical possibilities." (Barth, 1970, p.71-72)

H16. In evaluating children's work, the teacher responds honestly, based upon a real examination of the product and a sensitive judgment about the particular child and circumstances.

"If we are to judge our children not by scores or grades, or by what we have decided a child of a certain age should do, or by a body of certain facts we think he should know, but by quality and quantity of his work, we shall have to look a bit more closely at this quality. In the work cited above, certain things stand out. It is not thought of as good work for a five-year-old, or a teacher, or a second grader, but simply as good work." (Raoul, 1970, p.22)

"The children soon know if she is genuinely interested or just putting on an act to try to encourage them." (Brown & Precious, 1969, p.28)

"The teacher who smiles encouragingly at every unrecognizable daub and tells the perpetrator that it is good, just to encourage him, must expect nothing better, for as Dr. Johnson so rightly said, he who praises everybody praises nobody.... Most children instinctively mistrust this kind of fulsome flattery, and know, as country people say of a frozen potato, that it is 'oversweet to be wholesome.'" (Marshall, 1966, p.107)

"At this stage I began to praise the good things that appeared in their work. Mary put a little bird at the bottom of her fast, driverless-car block, and I praised her for it and drew the children's attention to similar good things in each lino cut. Soon I found that others were recognizing good things and were pointing out things to me that I had not noticed." (Richardson, 1964, p.35)

H17. The climate is unthreatening; fear of failure is absent.

"A sense of mutual trust and confidence between child and teacher is essential for the child's learning and the teacher's effectiveness. Only in a situation of trust will children feel free to explore comfortably, actively, confidently, openly, autonomously in unstructured situations. Where teacher and child are threatened, teaching and learning cannot occur." (Barth, 1970, p.98)

"When the teacher assumes a non-judgmental attitude toward children's work and when the multi-age peer group is not being motivated to compete for extrinsic rewards; when a child does not feel pressured to produce within a given time period some product that is going to be graded, and when there is a general acceptance (and even encouragement) of displaying individual differences...then the psycho-emotional climate of the classroom can adquately reflect the trust and respect implicit in the ethical ideology of Open Education." (Rathbone, 1970, p.89)

"The children respond in kind, developing a capacity for self-control and self-direction that one rarely finds in children educated in formal schools....The children's self-discipline and self-direction is accompanied by a relaxed and easy self-confidence; everywhere I went, the children were open and friendly without being brash." (Silberman, 1970, p. 235)

"Of all the work ever attempted in number we found that the social experience kind had the most meaning. We saw that complexity in textbook examples prevented children from succeeding, and also in many cases set up a reaction in the child, through his constant failure, so that he did not like arithmetic and failed in the future. I am sure that this attitude of enjoyment assisted many to succeed where they would have otherwise failed." (Richardson, 1964, p. 179)

S1. The teacher seeks further information about the community and its physical and cultural resources.

"Later, eleven community aides came to work at the Boardman School. They saw it as it was,--and they told it as it was. There were no secrets. They were community consultants. They were a highly beneficial and successful aid to education at the Boardman School....Another important and most essential ingredient was the parent group that formed....A strong bond slowly began to grow between staff and parents." (Howard, 1971, p.12)

"I was curious about the plants that lived in these gullies, and one of my first thoughts was to cut tracks up to some of the clumps of trees, so that we could collect and cultivate plants that they contained. For a time we visited one bush patch and brought young trees back, but most of them died as our ground did not offer enough shelter from sun and weather....As we moved through the hilly scrub-country, again and again I stopped to examine the grey clays in the creek beds. I had a considerable interest in clay because I looked forward to introducing pottery to the school, but as yet I had little technical knowledge of the processes involved....The lessons we learnt in these first few months were real and valuable ones....The plant collecting and growing failed, and I saw that it was not only the unusual plant life that should engage us in our nature study. I saw that our interest in clay was real and valuable. I did not abandon the nature programme but modified it so that we studied the common species as well." (Richardson, 1964, p.15)

S2. The teacher seeks information about new materials.

"I am personally concerned about my own development as a teacher and feel that the 'opening up' that this workshop will provide will enhance and change me as a teacher....I want to learn about new materials and ideas." (a teacher, quoted in Yeomans, 1969b, p.11)

"The school became a bustling center for new ideas, new materials, new equipment, and busy people." (Howard, 1971, p.16)

"Because the teacher's concept of knowledge is not centered around subjects but rather, student's interests and initiative does not mean that an open teacher can be an intellectual dilletante.... Since there can be no way for the teacher to predict and plan what knowledge he must have in order to respond to a child's inquiry, he must read and explore widely in areas in which his students seem to be showing a keen interest--animals, machines, cities, dinosaurs." (Barth, 1970, p.7)

"The recent trend in 'in-service' training seems to be to encourage the involvement of teachers in workshop situations. Here, teachers are themselves experimenting with materials; following out their own interests, developing ideas, often being shocked by their discoveries into realizing that facts which they had previously accepted are, perhaps open to doubt and sometimes they are made aware of great gaps in their own understanding." (Brown & Precious, 1969, p.32)

S3. The teacher experiments herself with materials.

"Good, open-ended materials are often in themselves a kind of retraining course for willing teachers, helping them to become more confident of trying informal methods...the really valuable and enduring part of curriculum reform is the process of creation and thought; unless you let teachers in on that, the stuff is likely to be dead." (Featherstone, 1967, p.15)

"The [workshop] plan was to give us, as adults, time to feel, think, gather impressions, and do....We worked and played happily, on our own level...knowing at last the wonderful feeling of children, that now is the only reality....I began to feel the rhythm and flow of work-play, hard-easy, active-quiet times during a day and a week, and to realize the frustration a child must feel when interrupted as well as the hopelessness of needing help and not getting it." (Featherstone, 1970, p.3)

"not only was this teacher feeding individual interests with great energy throughout the day but much of her spare time was necessarily spent in finding and making suggestive books and collections of materials." (Gardner & Cass, 1965, p.158)

"A crucial characteristic of the successful teacher in the new field is that he have the honesty to see what is there in front of him and the courage to act on what he sees. This will mean that he knows what the kids in his classes are doing, knows what is happening inside himself, and is constantly trying to make the two connect. He will be the kind of person who is willing to experiment with new material and with himself--not just at an intellectual level but at a personal level as well. Having always been involved in change, he will not be afraid of a philosophy which says that change is the business of education." (Borton, 1970, p.174)

S4. The teacher makes use of help from someone who acts in a supportive advisory capacity.

"Teachers are bound to need a good deal of continuing help, support, and reassurance if they are to make the change comfortably and successfully." (Silberman, 1970, p.320)

"One important agent in the growth of the Leicestershire schools during the past two decades has been the 'Advisory Center,' a group of individuals whose sole function is to facilitate change. Advisors play a unique role....As facilitators of change advisors have extensive knowledge of the learning process, practical experience as teachers, and familiarity with curriculum and materials....His style is to work with those individuals who are ready for his services. His aim always is to help schools realize their own unique potentialities and to help make change self-sustaining." (Armington, 1969, p.3-4)

"What do teachers, and through them, the children gain from HMI's visits?....The teachers gain from having their work seen by, and being able to discuss it with, someone who is a teacher himself, who has seen the work of many other teachers and schools and who is not an employee of L.E.A. The Inspectorate...can offer to teachers a service which helps them to keep up to date, to see their work through the eyes of someone with a wider knowledge than their own, and to know what experiments have been tried elsewhere and how they have fared." (Blackie, 1967, p.136)

"Each program assistant, or 'change agent,' as Dr. Hughes also likes to call them, is assigned to a school to work with the teachers, visiting the classrooms to observe and make suggestions, demonstrating the various approaches and techniques by taking over groups of children herself, and showing films of brief 'micro-teaching' sessions designed to illustrate a particular concept or technique. The program assistants also provide moral support for the classroom teachers who inevitably feel insecure as they struggle to make the change. Since the program assistants are not supervisors coming in to evaluate and report back to the central office, teachers do not feel threatened by their presence in the classroom, and so are better able to accept their advice." (Silberman, 1970, p.318)

"[The teacher] should have experience with the ideas and techniques at a personal level...in short, put himself through more intensive and extensive experiences of the same kind that his students will have....Then he must be given an adequate supply of materials....Finally, the teacher must be given tremendous support both in the form of backup personnel to help when he gets into problems and in the form of comfort if his efforts fail." (Borton, 1970, p.174)

S5. The teacher enjoys on-going communication with other teachers about children and learning.

> "The teacher who has an inner contentment and freedom from anxiety will find it easier to use tolerance in her dealings with the children....Briefly, one of the teacher's tasks is to create a relaxed and easy atmosphere based on trust, mutual understanding and respect. Before this can happen, the teacher herself must be happy and secure within the school environment and enjoy the trust, respect and confidence of her colleagues." (Brown & Precious, 1964, p.27)

> "Another time we might talk about some new number equipment that had come on the market. Or one of the staff--I give them time off to visit other schools--one of the staff might come in and say, 'I went to a school, and I saw this going on. I thought it was a good idea. Do you think we could try it?' And we'd all talk about it." (Cazden, 1969, p.26)

> "Where is [the teacher] to get help? In part he can get help from those who have been over the same ground themselves....In part he can get it from his family....And in part he needs to rely on his friends and colleagues--the fellow teachers who share his principal, his PTA, and his coffee room and on whom he depends for support and for feedback....Without such support and such feedback, change is not likely to take place." (Borton, 1970, p.175)

> "In most schools where I have taught, the staff room was a little heil of intrigue, hate and jealousy. Our staff room is a happy place. The spites so often seen elsewhere are absent. Under freedom, adults acquire the same happiness and good will that the pupils acquire." (Neill, 1960, p.21)

S6. The teacher attempts to know more about her children by getting to know their parents or relatives and their neighborhood.

> "But if they can select what they want to do, and you can find out the thoughts that are going on in the child's mind, you really do begin to know your children. Couple that with the fact that you can see the parents--talk to them, find out a little what's it like in the home, whether they are sharing a house or whether they're living in two rooms." (Cazden, 1971, p.10)

"A number of the teachers showed special interest and admiration for the children's homes; clothes their mothers had made; things their fathers did; or their brothers and sisters had done. This made a real link for the children between school and home, teachers greeted parents warmly." (Gardner & Cass, 1965, p.167)

"Sources of information about a child include his parents and friends....There are many well-tried ways of making contacts with parents. PTAs, parents' evenings and arranged interviews are all very successful but any other opportunity of establishing parents' confidence in the school and gaining their cooperation should be taken. By taking a child home when he is unwell ...by talking to a parent at the school gate or when you meet in the locality....It is vital that there should be satisfactory contact with parents." (Brown & Precious, 1969, p.34)

"I sat down and talked to Roger about his picture. The tiny man was Dad, who played very little part in the boy's life because the females other than the mother looming so possessively large were his attempt at representing no less than nine sisters all older than he. His diffidence was in large part due to the constant overmothering of ten loving women, who had never allowed him to do a single thing for himself." (Marshall, 1966, p.61)

"It is worth mentioning that Mabel, Gloria, and I [the teachers] all lived within a few blocks of the school....And the children who lived nearby were invariably delighted when they ran across us in the street...intermixing of our lives." (Dennison, 1969, p.33-34)

SP1. The teacher views herself as an active experimenter in the process of creating and adapting ideas and materials.

"Finally, what changes must take place within teachers to enable them to teach in the manner of the Integrated Day if they have been accustomed by training and habit to teach in the manner of the Scheduled Day? Clearly this cannot be a superficial shedding of one technique and a putting-on of another. Nor is the presence of equipment in the classroom any guarantee that a teacher will trust herself, or the children, enough to use it properly. This is the weakness of all kits, systems, and devices for improving the curriculum; those who invented them have had all the fun of dreaming them up, testing them in classrooms, and perfecting them. Teachers, having no such creative investment in the device, may use it badly or not at all, depending upon the appeal of a competing gimmick." (Yeomans, 1969, p. 27)

"...danger which might lie ahead if present educators thought they could buy these new ideas as a package instead of working through them for themselves and so finding their own styles." (Raoul, 1970, p.19)

"The concept of the teacher as authority figure and supreme dispenser of knowledge must be changed. Now more than ever, learning requires that teachers, as well as children, adopt the spirit and style of the experimenter." (Armington, 1969, p. 7)

"As a result, schools and teachers tend to think of themselves as researchers and experimenters, responding to the endless challenge of doing a better job today than was done yesterday ....Some of the most productive research originates in the classroom." (Armington, 1969, p.3)

"In the ideal Open Education classroom, then, the following aspects of teaching are emphasized:...The teacher as an experimenter engaged in clinical research in at least two fields--child psychology and curriculum development." (Rathbone, 1970, pp. 107-108)

"It is but another step to say that the artist-teacher is a student—a student of both the child and society. She is a student of the child in the complete sense, a student of his creative capacities, his emotional adjustments, his social adaptations, his intelligence, and his capacity to learn." (Rugg & Schumaker, 1938, p. 322)

SP2. The teacher sees herself as a continual learner who explores new ideas and possibilities both inside and outside the classroom.

> "But organizational and curricular changes are merely vehicles for a much more fundamental change. The really important thing is the professional growth of the teachers, and thus the establishment of a climate conducive to such growth...the formation of a climate of professional growth in which teachers themselves innovate, make decisions about education, and have the ability and skill to turn ideas into practice. Professional growth involves freedom to integrate in new ways, freedom to make mistakes, and freedom to be one's self." (LGW Sealey, quoted in Yeomans, 1969a, p.23)

> "[The teacher] must have the opportunity, indeed the responsibility to continue his own learning. The classroom environment we envision makes it easy for children and teachers to be collaborators in learning." (Armington, 1969, p.7)

> "It is essential that the teacher not devote all of her time to making the classroom work....It is impossible to bring humor, freshness and ease into the classroom when one has not been refreshed by things other than worry and work....In order to keep the balance of a happy, relaxed yet busy and motivated atmosphere in school one must practice the balancing on oneself out of school. That and patience with self. Too often we expect too much too soon." (Prescott, 1970, p.15)

> "[Translating Dewey's thought into action] requires, first, that the educator be modest toward experience, modest toward the endless opening-outward and going-onward of life, for this going-outward is the experience of the young....To be open to experience means, too, that we cannot repeat past successes with past techniques....Education must be lived, it cannot be administered." (Dennison, 1969, p.257)

SP3. The teacher values Open Education as an opportunity for her own personal and professional growth and change.

> "An essential function of good education [Jersild] says, is to help the growing child to know himself and to grow in healthy attitudes of self-acceptance. A teacher cannot make much headway in understanding others or in helping others to understand themselves unless he is endeavouring to understand himself. If he is not engaged in this endeavour he will continue to see those whom he teaches through the bias and distortions of his

own unrecognised needs, fears, desires, anxieties, hostile impulses and so on. The process of gaining knowledge of self and the struggle for self-fulfillment and satisfaction is not something an instructor teaches others. It is something in which he himself must be involved." (Gardner & Cass, 1965, p.11)

[a teacher's impressions after an Open Education workshop]: "It was one of those rare experiences that has affected my total self--not just as a teacher, but as a human being. The impact that it had on me was great and will remain with me. Many of my feelings were beautifully expressed by others when we had our last discussion. The acceptance by others, the honest thoughts expressed by many as to their feelings of fear, inadequacy, frustrations were reassuring to me as I thought that I was alone in having these same thoughts. The whole atmosphere was conducive to building self-confidence, bringing out creativity, and giving me courage to be daring." (quoted in Yeomans, 1969b, p.28)

"The Integrated Day is an outward result of an inward feeling about children, adults, learning, growth, families, community, and life....It attracts good teachers, for it offers growth to the teacher as well as to the child. It can only flourish where the conditions are right, and one of the conditions is that teachers be given the same initiative and responsibility that are desired for children." (Yeomans, 1969a, p.27)

"For what I myself learned during these years I have mainly my children to thank. They were my teachers as I was theirs, and the basis of our relationship was sincerity, without which, I am convinced, there can be no creative education." (Richardson, 1964, p.xiii)

SP4. <u>The teacher feels comfortable with children taking the initiative in learning, making choices, and being independent of her</u>.

"A measure of mutual trust between teacher and child is a necessary precondition for a second major role of the teacher in encouraging children's activity. The teacher must empower the child with a significant degree of <u>choice</u> concerning the materials and the questions with which he will work." (Barth, 1970, p.98a)

"To me it's as natural as breathing. I don't think that you could ever begin to teach in any other way." (Cazden, 1969, p.23)

"My own educational experience, as well as that of the children I have worked with, leads me to believe that people learn best when they learn from their own initiative. I am attending the workshop in the hope that I will gain some practical suggestions and a better understanding of how I might better stimulate the initiative of my children." (a teacher, quoted in Yeomans, 1969a, p.11)

"I found that I had to have faith in the expressive part of the work, for when I did the children invariably would excel when I least expected it." (Richardson, 1964, p.72)

"The adult fears to give freedom to the young because he fears that the young may do indeed all the things that he, the adult, has wanted to do....To give freedom is to allow the child to live his own life....What is the child's reaction to Freedom?...Its chief outer sign is a great increase in sincerity and charity, plus a lessening of aggression. (Neill, 1960, p.113)

SP5. The teacher is able to recognize her own needs (e.g., for importance, recognition) and restrain herself from intervening in children's activities based on these needs rather than the children's.

"The facilitator of learning must be, above all, a secure person. Being secure, he has the ability to restrain himself from prematurely closing a child's exploration by 'giving the answer.' He doesn't need to solicit the attention, admiration and respect of his students. He finds joy, excitement, and meaning in watching children discover ideas for themselves and takes pride in how little he needs to do to help initiate and sustain exploration and learning." (Barth, 1970, p.119)

"A teacher cannot make much headway in understanding others or in helping others to understand themselves unless he is endeavouring to understand himself. If he is not engaged in the endeavour he will continue to see those whom he teaches through the bias and distortions of his own unrecognized needs, fears, desires, anxieties, hostile impulses, and so on." (Jersild, quoted in Gardner & Cass, 1965, p.11)

"Rosemary Williams, former headmistress of Westfield Infant School in Leicestershire clarifies this point [that a teacher needs a 'Well developed sense of the dangers of premature or insensitive intervention'] while describing the degree of humility this approach often calls for: '...If you're very honest in your dealings with children and you settle down at the side of them to attempt...to extend their learning... if the child is ready and willing and cooperative, he demonstrates it in no uncertain way--there's a feeling of cooperation, there's an empathy, there's a feeling he's with you. If he's not ready and he's unwilling, he also demonstrates it very clearly. And I think the teacher has to be a big enough human being to accept this correction. She may be wrong in this situation, and she has to wait a little longer. She makes a positive educational decision to leave that child alone.'" (Rathbone, 1970, p.102)

"It [an exciting productive teaching experience] was bad because implicit in the whole situation was the idea that tasks, guidance, motivation...will be supplied by the teacher....It cannot replace the sense of 'coming upon' an idea, a relationship to ideas, which children can have only in more relaxed, adult-free (or adult-minimized) environments....It was as though they were infected with my sense of how spectacular this all was (and it was) and were, at some level, playing roles, being actors." (Kallet, quoted in Rathbone, 1970, p.110)

SP6. The teacher accepts the legitimacy in the classroom of her own feeling.

"Open Educators believe that suppression of feeling occurs at great emotional expense to the teacher. They value the teacher as a human being with all human failings and strengths. Teachers in open schools are not only permitted but encouraged to be themselves--to be honest, angry, loving, upset, tired, happy--to be real. One does not play the role of teacher at the expense of being oneself; one is oneself and thereby a teacher." (Barth, 1970, p.68)

"The teacher is the same person on both sides of the classroom door." (Williams, quoted in Rathbone, 1970, p.115)

"This teacher must be able to intervene, knowingly, employing his own personality in the classroom--not presenting himself merely as an authority figure, but as a complete, fully responding human being." (Rathbone, 1970, p.125)

"There is no such thing as learning except in the continuum of experience. But this continuum cannot survive in the classroom unless there is reality of encounter between the adults and the children. The teachers must be themselves and not play roles." (Dennison, 1909, p.74)

SP7. The teacher trusts children's ability to operate effectively and learn in a framework not structured by her and not centered on her.

"The external motions teachers go through in the schools matter less than what the teachers are and what they think. An organizational change--the free day, for example, or simply rearranging classroom space--is unlikely to make much difference unless teachers really believe that in a rich environment young children can learn a great deal by themselves and that most often their own choices reflect their needs." (Featherstone, 1967, p.7)

"Everything depends on the teacher's confidence that children can learn with these methods." (Featherstone, 1967, p.2)

" She must be convinced in her own mind that what she is doing is of great value educationally. This is where the unconvinced teacher is at sea. Through reading, the teacher can learn of the psychology and philosophy which lies behind her practical work and gain confidence in her own opinions." (Brown & Precious, 1969, p.34)

"This achievement,--and it is an achievement,--is primarily credited to the dual factors of a solid product (the program), and salespeople who believed in their product (the teachers)." (Howard, 1971, p.14)

SP8. The teacher sees herself a, one of many sources of knowledge and attention in the classroom.

"The second essential is the paid professional educator who... realizes that he doesn't know all the answers." (Howard, 1971, p.15-16)

"The Open Education teacher is of course expected to 'know his subject'--he is expected to know the math and history and science that his students are learning. Yet he is not expected to take the attitude of 'All must travel the route I have traveled.'" (Rathbone, 1970, p.111)

"The teacher in the open school is not a transmitter of knowledge.... The key role of the teacher as facilitator of learning then, is to maximize the likelihood that each child will be fully engaged in an activity for as much of the day as possible, to encourage the active exploration by the child of his world." (Barth, 1970, pp.70,73-74)

"It means that to be worth one's salt in school one has always to be actively engaged in the process of educating oneself until the day one is presented with a wheel-chair by the old pupils as a mark of merit for long and faithful service; it means an open mind on such subjects as space travel, and humility enough to learn from one's pupils, who know far more about it than the average teacher..." (Marshall, 1966, p.24)

SP9. The teacher feels comfortable working without pre-determined lesson plans, set curricula, or fixed time periods.

"The great difference is that the teacher doesn't go along saying to herself, 'This is what I'm going to teach the children today.' She goes to school prepared for anything. Because it's going to come from the children." (Cazden, 1969, p.2)

"Many of the people who are presently teaching in the junior schools of Leicestershire have come from formal, conservative schools. Several of them told me that it required a difficult adjustment on their part to accept the teaching philosophy of the Integrated Day. They had come to depend upon traditional routines and structure as a background for their daily function as teachers. However, they found it possible to develop different routines and structures within the new situation because they believed in it. They work harder than they did, but they enjoy it more, and they are sure that the children are learning more than they did under the older methods." (Yeomans, 1969a, p.27-28)

"Some infant schools are now confident enough in the value of self-chosen activity to give the whole day to it, except for times which are used for stories, poetry, movement, and music--even these may be voluntary....Yet the teacher must constantly ensure a balance within the day or week both for the class and for individuals. He must see that time is profitably spent and give guidance on its use." (Plowden, 1967, p.197-198)

SP10. The teacher trusts herself as one who generally can respond sensitively and effectively moment by moment in the classroom.

"In organizing a class on activity lines and working an integrated day, the teacher must have real conviction and understanding of the underlying philosophy and have the confidence in herself to carry it out, feel secure in her ability as a teacher, enjoy the thought of the unexpected happening in her room and of the classroom scene changing hour by hour." (Brown & Precious, 1969, p.29)

"An agent, in the Open Education sense of the term, is ideally one who has an understanding of and a confidence in his own resources. Acceptance of self, of one's own ability to ascertain what is true, belief in one's ability to build adequate models of reality by observing the way things happen, confidence in one's own powers, not only to solve significant problems but to set them and perceive them in the first place: these are the attitudes towards self which this way of schooling tries deliberately to promote. The teacher who feels these things himself and who knows he feels them and who feels able to communicate their importance to another person: this is the ideal teacher who will have the capacity to function straightforwardly as a human resource." (Rathbone, 1970, p.129-130)

"[The teachers] appeared to be understanding and sensitive to children's needs, able to give and receive affection, provide a rich environment, and to have had sufficient experience to give them confidence in their own judgement." (Gardner & Cass, 1965, p.29)

A1. Children's innate curiosity and self-perpetuating exploratory behavior should form the basis of their learning in school; they should have the opportunity to pursue interests as deeply and as long as they find the pursuit satisfying.

"Piaget's observations support the belief that children have a natural urge to explore and discover, that they find pleasure in satisfying it and that it is therefore self-perpetuating." (Plowden, 1967, p.195)

"It was agreed that when children first come to school they are curious, creative, and have a great desire to learn." (Howard, 1971, p.10)

"Piaget's most important contribution has been his demonstration that the child is the principal agent in his own education and mental control." (Silberman, 1970, p.215)

"Curiosity and emotional force led [the children] to explore together the natural world and the world of their feelings. They learned to esteem each other's explorations, discoveries, and records with tact and with discriminating enthusiasm, so that a fine collective strength was developed, a strength depending on each child making an individual search and bringing to the group what only he could give. In return the group sustained each child and valued his discoveries; its achievements pressed him on to further exploration. This feeling grew from the direction of the common search and the wholeness it gave the children." (Richardson, 1964, p.v)

"Present interest: that is the great motive impulse, the only one that leads sure and far." (Rousseau, 1956, p.52)

A2. Providing for sustained involvement requires a flexible and individualized organization of time.

"The integrated day could be described as a school day which is combined into a whole and has the minimum of timetabling....The child is encouraged to commit himself completely to the work in hand which he has chosen. The child also has the time to pursue something in depth even though it may take several days. As he works, problems common to various subjects will arise but within the integrated framework he can make easy transition between many areas of learning." (Brown & Precious, 1969, p.12-13)

"A flexible schedule permits children to learn according to their individual rhythms of engagement and disengagement." (Armington, 1969, p.7)

"Rigid division of the curriculum into subjects tends to interrupt children's trains of thought and of interest and to hinder them from realising the common elements in problem solving." (Plowden, 1967, p.19)

"Children's interest varies in length according to personality, age and circumstances, and it is folly either to interrrupt it when it is intense, or to flog it when it has declined." (Plowden, 1967, p.198)

"It is very important that a child who has a pot unfinished at the end of the day should be allowed time to complete it on the following day. This principle applies to any valuable task." (Richardson, 1964, p.19)

A3. Children are capable of making intelligent decisions in significant areas of their own learning.

"An underlying sense of trust in the innate abilities of children, in their capacity to energize and direct their own exploration constructively, and in their wanting to explore and learn....Open Educators question whether the adult is the best judge of how to organize children's time to ensure maximum intellectual development. They argue that until adults know more about how children think and learn, the child is a better judge of his needs with respect to time than is the adult." (Barth, 1970, pp.16,34)

"It is taken for granted that while the teacher is organizing for instruction, the child is organizing for learning." (Rathbone, 1970, p.49-50)

"There is, in addition, a conviction that learning is likely to be more effective if it grows out of what interests the learner, rather than what interests the teacher." (Silberman, 1970, p.209)

"I am far from thinking that children have no kind of reasoning. On the contrary, I notice that they think very well on everything which bears on their present and obvious interest....If nothing is to be exacted from children by way of obedience it follows that they will only learn what they feel to be of actual and present advantage, either because they like it, or because it is of use to them." (Rousseau, 1956, pp.47,51)

A4. Learning depends upon direct interaction with materials and one's social and physical environment.

"I think the interest in things is a perfectly real, perfectly independent and autonomous interest which is there just as genuinely as the interest in persons is there in young children. And some children are only able to develop humanly by first coming to grips in an exploratory and involved way with the inanimate world." (Hawkins, 1967, p.9)

"Modern learning theory stresses the importance of diverse, direct, concrete experiences in the intellectual development of the child... the developmental classroom is a materials-oriented classroom... encourages pupils to ask their own questions of their environment, and to find their own answers." (Howard, 1971, p.3)

"Advocates of this model believe that knowledge is unique to each individual, and that a child comes to know from direct, personal exploration of his environment. Learning is seen as a function of the interaction between child and the real world, be it an idea, a person, a gerbil, a book, or a can of paint and a brush." (Barth, 1970, p.64-65)

"We believe that the skills of literacy--reading and writing--develop more surely if they are not treated as academic exercises in a vacuum but are taught in rich environments which stimulate children's imagination and thought and foster their desire to communicate." (Armington, 1969, p.5)

"Every time we show Tommy how his engine works we are stealing from that child the joy of life--the joy of discover--the joy of overcoming an obstacle. Worse! We make that child come to believe that he is inferior, and must depend on help." (Neill, 1960, p.25)

"As for my pupil, or rather the pupil of nature, he has been trained from the beginning to depend on himself as much as possible and is not always running to other people...he can do whatever he himself requires to do. Being continually active, he is compelled to observe many things and know their effects. He learns his lessons from nature and not from men. Body and mind work together as he acts on his own ideas." (Rousseau, 1956, p.54)

"Here are the essential elements of the child-growth philosophy: self-actuated work, freedom with responsibility, real experience with actual material, opportunity for varied expression, emphasis upon the individual, and yet recognition that the individual grows only as a member of the social group." (Rugg & Shumaker, 1928, p.46)

A5. Premature conceptualization based upon inadequate direct experience leads to the child depending on others for his own leadership.

"Some of the most important assumptions are that a great majority of primary school children can't just be told things, that they learn basic mathematical concepts much more slowly than adults realize, and that the patterns of abstract thought used in mathematics must be built up from layer after layer of direct experience--seeing, hearing, feeling, smelling." (Featherstone, 1967, p.9)

"If too great maturity is demanded of them, [children] fall back on half remembered formulae and become concerned only to give the reply the teacher wants. Children can think and form concepts, so long as they work at their own level and are not made to feel that they are failures....Verbal explanation, in advance of understanding based on experience, may be an obstacle to learning." (Plowden, 1967, p.196)

"Desperately reliant on their elders, these [traditional school] children work at memorizing words and symbols teachers emphasize without ever being able to amass a background of experience that would make the symbols intelligible." (Featherstone, in Rathbone, 1970, p.69)

"Children like Marjorie get in the habit of waiting for teachers to show them how to do everything, so that they may continue by a process of blind imitation; they never learn how to get information out of verbal instructions. In fact, they do not seem to believe that verbal instructions contain information. They do not expect to be able to figure out from mere words what it is that one wants them to do. Nor can they distinguish between the goal and the route needed to get there.... If someone gives them a problem, they either know or don't know 'how to do it.' If they don't, the problem itself is meaningless to them. And this is the great danger of asking children to manipulate symbols whose concrete meaning they do not understand. After a while they come to feel, like Marjorie, that all symbols are meaningless. Our teaching is too full of words, and they come too soon." (Holt, 1964, p.112-113)

"In each child there is a tendency to be independent, which it is injurious to destroy in any instruction....If a pupil does not learn how to create himself, he will always imitate and copy in life, because there are few who, having learned to copy, are able to make an independent application of such knowledge." (Tolstoy, 1967, p.351)

"Our first masters of philosophy are our feet, our hands and our eyes. To put books in place of this experience does not teach us to reason: only to be credulous and to borrow the reason of others." (Rousseau, 1956, p.54)

A6. Individual children often learn in unpredictable ways, at their own rate, and according to their own style.

" '[School organization] allows for individual differences, but only as those differences show up in one dimension, a rate of progression... we should emphasize individual differences in all their qualitative richness.'" (Hawkins, in Barth, 1970, p.32)

"In the last 20 years schools have provided far more individual work, as they have increasingly realized how much children of the same age differ in their powers of perception and imagery, in their interests, and in their span of concentration." (Plowden, 1967, p.274)

"As the children worked in this new atmosphere, the teachers...observed the child's excitement in discovery and learning and his willingness to persevere with even an arduous task if he were personally involved. The teachers were surprised by the natural creativity of the children when they were allowed freedom of expression. Subjects and interests soon became integrated quite naturally as children worked out their individual ideas. The school day was gradually being determined by the interests and needs of children." (Brown & Precious, 1969, p.12)

"But with young children everything is important. They are learning about the world they live in, and they must be allowed to do things over and over again and thus reassure themselves that what they have learned is true; that patterns do repeat themselves, that things, if not people, are constant." (Blackie, 1967, p.29)

A7. Work and play are not distinguishable in the learning process of children.

"This distinction between work and play is false....We know now that play in the sense of 'messing about' either with material objects or with other children, and of creating fantasies--is vital to children's learning and therefore vital in school....It is the way through which children reconcile their inner lives with external reality. In play, children gradually develop concepts of causal relationships, the power to discriminate, to make judgements, to analyse and synthesize, to imagine and to formulate." (Plowden, 1967, p.193)

"Play is much more than the release of surplus energy. It is something undertaken with great seriousness and concentration and is unmistakeably important to the child." (Blackie, 1967, p.30)

" 'Children who have been accustomed to learning in these ways make no distinction between what to others is work and what is play. These children throw themselves fully into everything they do--working playfully, if you will. That's what adults do who are absorbed in their jobs and happy in them. It is quite normal for children to function in the same way.' " (school headmaster, in Yeomans, 1969a, p.19)

"One could, with some truth, claim that the evils of civilization are due to the fact that no child has ever had enough play. To put it differently, every child has been hothoused into an adult long before he has reached adulthood." (Neill, 1960, p.64)

"In true play, the child is intent, responsive, unhurried, completely involved. There is a lovely seriousness about it." (Leonard, 1968, p.109)

"Arithmetic, then, and geometry and all branches of the preliminary education which is to pave the way for Dialectic should be introduced in childhood; but not in the guise of compulsory instruction, because for the free man there should be no element of slavery in learning. Enforced exercise does no harm to the body, but enforced learning will not stay in the mind. So avoid compulsion, and let your children's lessons take the form of play. This will also help you to see what they are naturally fitted for." (Plato, 1945, p.258)

A8. Knowledge is a personal synthesis of one's own experience, and learning of "skills" and "subjects" proceeds along many intersecting paths simultaneously.

"Knowledge is a goal of open education and the teacher and school are important means of reaching this goal--but the meaning of knowledge is radically changed. Knowledge is the child's personal capacity to confront and handle new experiences successfully, not the ability to verbalize the adult-known on demand." (Barth, 1970, p.58)

"[The teacher in the open school] believes that what each person knows is idiosyncratic and can never be 'known' by another in exactly the same way....What each individual knows is a unique consequence of his exploration of the real world. The climate and the emphasis in the open classroom, then, is on <u>how</u> one comes to know, that one <u>can</u> come to know, rather than on what is to be known and knowing it." (Barth, 1970, p.70)

"He must actively invent and reinvent what he wants to understand for understanding, as Piaget puts it, is a transformation of reality." (Silberman, 1970, p. 215)

"There is no such thing as knowledge per se, knowledge in a vacuum, but rather all knowledge is possessed and must be expressed by individuals." (Dennison, 1969, p. 9)

A9. There is no set body of knowledge which must be transmitted to all.

"The realization of self-actualization and the ability to think independently and responsibly is best achieved when education is viewed as a process of inquiry rather than one of mere consuption of information and facts." (Howar' 1968, p. 1)

"The child is the agent of his own learning. This is the message of the often noted comment from the 1931 Report: 'The curriculum is to be thought of in terms of activity and experience rather than of knowledge to be acquired and facts to be stored.'" (Plowden, 1967, p. 194-195)

"The teacher in the open school is not a transmitter of knowledge, a dispenser of pearls of wisdom from the past. He does not believe there is a 'right' knowledge which everyone must have." (Barth, 1970, p. 70)

"Predicated upon these epistemological convictions, Open Education practitioners seem to have reached a number of pedagogical conclusions. Among them...that there is no inherently indispensable corpus of knowledge every single child should know...a stand against universal curricula, group instruction, national testing, etc." (Rathbone, 1970, p. 74)

"Education was seen in terms of growth — physical, intellectual, moral— all-around growth. The total child was envisaged. The aims of education increasingly centered on the development of his individuality, children were regarded as unique individuals with personal rights. Hence, the chief criterion of the new theory became: Does education produce a constant tendency toward growth? Does it draw out the potential capacities of the children? Hence, self-expression rather than the learning of subject matter was the desideratum. Education was to become dynamic, not to remain static, its organization was to become psychological, not cast on the lines of adult logic. Child activities, not studies and lessons, were to be the core of the curriculum. Life experience, not the acquisition of ready-made subject matter, was to orient teaching." (Rugg & Shumaker, 1928, p. 37)

A10. Measures of performance may have a negative effect on learning and do not necessarily get at those qualities of learning which are most important.

> "Objective assessment of factors that really matter would seem to be almost impossible. As a result, things that we can and do measure are often trivial.... There are, arising from an informal approach, qualities which are very difficult to test and define...qualities of initiative, independence, social skill." (Barth, 1970, p.41)

> "The real challenge posed by Open Education's attitude towards evaluation, of course, is an overall questioning of traditional evaluatory techniques. For when proponents of Open Education do set down the questions they would most like answered, the list does not lend itself to any simple or established system of measurement." (Rathbone, 1970, p.166)

> "But while it was felt that existing standardized tests do not measure all that is being taught it was agreed that, if given time, the new program could not help but improve test scores." (Howard, 1971, p.21)

> "No amount of rewards and satisfactions obtained in the small group thinking sessions will make up to Monica for what she felt today, faced by a final test she knew she couldn't do and was going to fail. Pleasant experiences don't make up for painful ones. No child, once painfully burned, would agree to be burned again, however enticing the reward....How can we foster a joyous, alert, whole-hearted participation in life, if we build all our schooling around the holiness of getting 'right answers'?" (Holt, 1964, p. 141)

A11. Sensitive observation over a long period of time is the preferable means of evaluation of a child's intellectual, social, and emotional development.

> "Evaluation takes a long time...the only real way to evaluate the effectiveness of the free program is to find out how students perform after they have completed their schooling." (Illsley, in Barth, 1970, p.43)

> "'a teacher must plan to learn about the children through their choices and so begin to acquire specific content and definition from each child, for the variables of significant choice and quality of involvement. It is only through such learning, in turn, that a teacher can modify initial goals and materials or

intervene successfully to enhance the ongoing process.'... Although it is the teacher's function to know 'where the child is' and in that sense to evaluate his work, Open Education does not generally consider it the teacher's duty to assess the child's product against some external standard of achievement, announcing to the child a 'grade' in the traditional manner." (Hawkins, in Rathbone, 1970, p.101; p.112)

"As well the children came to accept the idea that the set of expressions, such as the story about the hawk or the pukeko, the lino blocks, the discussions, and the paintings, should all be considered as a whole. For example, it would not have been right to assess only Allan's rather immature stumbling after words and fail to recognize his better lino print or his talk on the birds that live on one of his father's farms." (Richardson, 1964, p.75)

A12. Children have the right to direct their own learning, to make important decisions regarding their own educational experience.

"The spotlight has, in effect, shifted from the activities or subjects to the child and his particular interests." (Brown & Precious, 1969, p.17)

"Believing that the organizing force of a curriculum should be, not the structure of codified knowledge nor any finite set of skills deemed important by the society sponsoring the school, but rather the child's own question-asking and problem-setting activities, Open Education insists on the child's right to pursue whatever question interests him, as well as his right to articulate freely his perception of any issue. It perceives a child's integrity as being violated, therefore, when a teacher makes too final a decision about the appropriateness of a particular task or idea." (Rathbone, 1970, p.83)

"The function of the child is to live his own life--not the life that his anxious parents think he should live, nor a life according to the purpose of the educator who thinks he knows what is best. All this interference and guidance on the part of adults only produces a generation of robots." (Neill, 1960, p.12)

A13. The child must be valued as a human being, treated with courtesy, kindness, and respect.

> "To the Open Education proponent, a child is a moral being. He has a right to elect what he will do and what he shall be; he has the obligation to preserve similar rights for others... to honor the child's rights as a human being, then, is central to the Open Education ethic. It means treating him with courtesy, kindness, and respect; it means valuing him as a human being whose rights are no less valid than an adult's." (Rathbone, 1970, p.82-82)

> "The two basic assumptions are that children respond in kind to courteous and considerate treatment by adults, and that they will work with concentration and diligence at tasks which are suited to their abilities." (Plowden, 1967, p.267)

> "He saw in a moment...that to get in touch with the intelligence of these children, to give them solid ground to stand and move on, he had to go way, way back, to the very beginning of learning and understanding. Nor was this all he brought to the session. Equally important was a kind of respect for these children, a conviction that under the right circumstances they could and would do first-class thinking. There was no condescension or pity in his manner, nor even any noticeable sympathy. For the duration of the class he and these children were no less than colleagues, trying to work out a tough problem--and working it out." (Holt, 1964, p.95)

> "Your first duty is to be humane. Love childhood. Look with friendly eyes on its games, its pleasures, its amiable dispositions....Already I hear the clamour of the false wisdom that regards the present as of no account and is forever chasing a future which flees as we advance....If we are to keep in touch with reality we must never forget what befits our condition. Humanity has its place in the scheme of things. Childhood has its place in the scheme of human life. We must view the man as a man, and the child as a child." (Rousseau, 1956, p.34)

A14. The child's life in school should not be viewed as preparation for the the future; "to live as a child is the best preparation for adulthood."

> "Indeed, the 'free day,' or 'informal education,' to use a more inclusive term, is less an approach or method than a set of shared attitudes and convictions about the nature of childhood,

learning, and schooling. Advocates of informal education begin with a conception of childhood as something to be cherished, a conception that leads in turn to a concern with the quality of the school experience in its own right, not merely as preparation for later schooling or for later life." (Silberman, 1970, p.209)

"...the best preparation for being a happy and useful man or woman is to live fully as a child." (Plowden, 1967, p.188)

"Open education stresses the present, not the future; living, not preparing for life; learning now, not anticipating the future. But in the sense that development of self-reliance and independence on the part of the child will be the best assurance that he will be equipped for whatever may come, open education becomes a preparation for the future." (Barth, 1970, p.106)

"the proper concern of a primary school is not education in a narrow sense, and still less preparation for later life, but the present lives of the children." (Dennison, 1969, p.8-9)

"Nature wants children to be children before they are men. If we deliberately depart from this order we shall get premature fruits which are neither ripe nor well flavoured and which soon decay." (Rousseau, 1956, p.38)

A15. Under consistent, reasonable and explicit restrictions, children are able to be more free and productive.

"A certain amount of management of children by adults, a certain amount of imposed order, structure, and control is a necessary pre-condition for independent exploration. Reasonable, consistent restrictions on children's behavior ultimately enables them to be more free and productive. (Barth, 1970, p.106)

"In practice...eliminating 'external' rules can mean setting up subtle and unacknowledged rules that are just as ruthless and, even worse, vague and arbitrary." (Featherstone, 1967, p.13)

"The children have the opportunity for social experience with their peers and the teacher encourages this interaction. She does not step in and prohibit every time she sees children starting to argue for they will never learn about interaction

for themselves unless they experience it personally. She does however have set and consistent bounds beyond which no child can go....With understanding and help, the child soon begins to develop a responsibility for his own behaviour rather than relying on outside authority and control." (Brown & Precious, 1968, p.58)

A16. An accepting and warm emotional climate is an essential element in children's learning; learning is facilitated by relationships of openness, trust, and mutual respect.

"The nurturing of individual potential requires an educational setting that is stimulating and challenging, and at the same time warm and supportive. It demands an environment which considers the significant learnings to be: in addition to the basic tool skills which are essential for effective inquiry--independence, self-initiated and responsible learning, and creativity. What is essential is an atmosphere which reflects a responsive environment where free exploration is encouraged, where the pupil determines his own rate of learning, where the instructional materials are intrinsically appealing." (Howard, 1968, p.1)

"In the last resort, the teacher's relationship with his pupils, his openness to their suggestions and their trust in him are far more important than the nominal degree of freedom in the time-table." (Plowden, 1967, p.198)

"Where [this relationship] exists a very favourable atmosphere for learning has been created. The children feel free and relaxed and at the same time, in the care of someone whom they respect and to whose authority they can trust themselves." (Blackie, 1967, p.37)

"The loving care which caused every child to be treated as a person in his own right and gave the teacher his sincere interest in the response each child made to his environment was communicated to the children...love and understanding grew together, providing the only medium in which work with this quality could grow." (Richardson, 1964, p. vii)

A17. Competition does not contribute effectively to learning.

"Healthy cognitive growth requires certain psycho-emotional conditions....Ideally, the Open Education classroom is 'a place of trust and openness, where interpersonal defensiveness has nearly disappeared'....[One factor] accounting for its presence...is the deemphasis of competition among peers--it is more difficult, after all, to become an aggressive competitor when each child is engaged at a different task." (Rathbone, 1970, p.62, 87-88)

"Letter grades and other forms of competitive marking set production goals for teachers and students which have a poor effect on learning." (Barth, 1970, p.41)

"When learning becomes truly rewarding for its own sake... then narrow competition will be seen for what it is: irrelevant to the learning process and damaging to the development of free-ranging, lifelong learners." (Leonard, 1968, p.129)

"The danger in rewarding a child is not as extreme as that of punishing him, but the undermining of the child's morale through the giving of rewards is more subtle. Rewards are superfluous and negative. To offer a prize for doing a deed is tantamount to declaring that the deed is not worth doing for its own sake....Moreover, rewards support the worst feature of the competitive system. To get the better of the other man is a damnable objective....When we consider a child's natural interest in things, we begin to realize the dangers of both rewards and punishment. Rewards and punishment tend to pressure a child into interest. But true interest is the life force of the whole personality, and such interest is completely spontaneous....Though one can compel attention, one cannot compel interest....Yet both rewards and punishment attempt to compel interest." (Neill, 1960, p.163)

A18. Fear of making mistakes or of not doing well impedes a child's progress in learning.

"Open Educators seek to take the moral loading, the connotation of "bad" or "wrong" off of children's mistakes and help them to see the function their mistakes can serve in directing subsequent learning...in much the way a scientist uses his mistakes ....Not only is it unnecessary, but perhaps undesirable, for

adults to prevent children from making mistakes. Such intervention cuts off avenues of exploration--perhaps blind alleys--and thereby prevents children from discovering for themselves their own limitations." (Barth, 1970, p.44)

"...fear of failure need not be great when error is treated as a normal, non-reprehensible part of the learning process. Theoretically this is a 'climate in which it is possible to benefit from mistakes and not one in which they must be hidden in order to avoid ridicule.'" (Hull, quoted in Rathbone, 1970, p.89)

"These quiet summer days I spend many hours watching this baby.... In the face of what looks like unbroken failure, she is so persistent. Most of her experiments, her efforts to predict and control her environment, don't work. But she goes right on, not the least daunted. Perhaps this is because there are no penalties attached to failure, except nature's--usually, if you try to step on a ball, you fall down...she has not yet been made to feel that failure is shame, disgrace, a crime. Unlike her elders, she is not concerned with protecting herself against everything that is not easy and familiar; she reaches out to experience, she embraces life...most of the time she lives beyond praise or blame, if only because most of her learning experiments are unobserved ....But watch a while and think about it, and you see that she has a strong desire to make sense of the world around her. Her learning gives her great satisfaction whether anyone else notices it or not." (Hol., 1964, p.62)

A19. Objectives of education should go beyond literacy, dissemination of knowledge and concept acquisition.

"We believe, finally that if children are going to live fully in the modern world, the schools must embrace objectives that go far beyond literacy training, the dissemination of information, and the acquisition of concepts." (Armington, 1969, p.5)

"Most teachers in the informal schools visited, for example, were not just concerned with giving their students proficiency in the technical skills and mechanis of reading. They are equally interested in what the children use their proficiency for, and in the pleasure they derive from it....And so most informal teachers and heads also reject the view that 'one piece of learning is as good as any other.' Their responsibility, as they see it, is to create an environment that will stimulate children's interest in and evoke their curiosity

about all the things they should be interested in and curious about: reading, writing, talking, counting, weighing, measuring; art, music, dance, sculpture, the beauty and wonder of the world about them, relationships with adults and other children; and above all, the process of learning itself....It is also to teach the child to know what is worth knowing." (Silberman, 1970, p.240)

"If I 'educated' the children in my care at Kingston at all, I hope, to help them enjoy life." (Marshall, 1966, p.214)

"Of course, the philistine can say, 'Humph, so you call a truck driver a success in life!' My own criterion of success is the ability to work joyfully and to live positively. Under that definition, most pupils in Summerhill turn out to be successes in life." (Neill, 1960, p.28)

A20. The function of school is to help children learn to learn, to acquire both the ability and the willingness to extend their intellectual and emotional resources and bring them to bear in making decisions, organizing experience and utilizing knowledge.

"Positive incentives are generally more effective than punishment, and neither is as damaging as neglect....One of the main educational tasks of the primary school is to build on and strengthen children's intrinsic interest in learning and lead them to learn for themselves rather than from fear of disapproval or desire for praise." (Plowden, 1967, p.196)

"What we clearly ought to provide for is that the child should learn how to internalize the function which the adult has been providing. So, in a sense, you become educated when you become your own teacher." (Hawkins, 1967, p.4)

"[Informal educators] take an optimistic view of human nature, and they attempt to help children become autonomous, self-motivated, and self-directed learners. Informal educators also have an optimistic view of the human being's--all human beings'--capacity for growth and fulfillment, and therefore refuse to see their role as training people to fill the existing slots in society and the economy." (Silberman, 1970, p.232)

"The business of a school is not, or should not be, mere instruction, but the life of the child....We might cease thinking of school as a place, and learn to believe that it is basically relationships: between children and adults, adults and adults, children and other children." (Dennison, 1969, p.6-7)

"[The Headmaster] would feel that his School must stand or fall rather by the kind of children that it allows its pupils to grow into, than by the specific skills and abilities that it teaches them." (Neill, 1960, p.84)

"One of the first tasks of education, then, is to return man to himself; to encourage rather than stifle awareness; to educate the emotions, the senses, the so-called autonomic systems; to help people become truly responsive and therefore truly responsible." (Leonard, 1968, p.127)

"Dewey defined education as 'that reconstruction or reorganization of experience which adds to the meaning of experience and which increases ability to add to the course of subsequent experience.' He discarded the widely prevalent concepts of formal education; for example education as preparation for the future, as the training of faculties through repeated exercise, as formation through recapitulation and retrospection. For these he substituted the simple formula of active learning and the reconstruction of experience." (Rugg & Shumaker, 1928, p.40)

APPENDIX B

The Prcliminary List of Open Education Characteristics

1. Instructions to Raters

2. Statements of Characteristics and Themes

CHARACTERISTICS OF OPEN EDUCATION

We are working on a clarification of Open Education pedagogical style and of the assumptions and practices of teachers involved in Open Education. We plan to devise new observation guides to clarify behaviors that distinguish "open classrooms" at the primary level. Based on the analysis presented in the Interim Report of a study conducted by the Education Testing Service in cooperation with the participants in the Follow Through Program of the Education Development Center, and on our reading and experience with Open Education, we arrived at eight themes helpful in conceptualizing the teacher's role in the open classroom. Based on our study, we define each of these themes by a set of characteristics and then make a statement for each theme and each characteristic.

We recognize the difficulty and problematical quality of attempting to define Open Education. In estimating the relative importance of the characteristics grouped under the first six themes, pages 1-5, imagine yourself an observer in an excellent Open Education classroom, as you would define it. In estimating the relative importance of the characteristics grouped under the last two themes, pages 5-7, imagine that you are defining the assumptions and self-perception of an excellent Open Education teacher. Mark each statement on a scale of 3, 2, 1. A choice of "3" means the characteristic seems very important to you for Open Education; "2" means it seems to you relatively important; and "1" not important. There is no restriction on the number of times 1, 2, or 3 may be used. A statement for each general theme is given on page 8. Mark these statements as you did the statements of characteristics. You may add any comments you feel are necessary or desirable. If possible, relate your comments to particular themes or characteristics.

PROVISIONING FOR LEARNING

_____ P1. Manipulative materials are supplied in great diversity and range with little replication; i.e., not class sets.

_____ P2. Books are supplied in diversity and profusion.

_____ P3. The environment presents a balance of commercially prepared material and materials brought in or developed by teacher and students.

_____ P4. Common environmental materials (plant life, rocks, sand, and water, pets, egg cartons, plastic bottles, etc.) are used.

_____ P5. Materials are readily accessible to children.

_____ P6. The teacher constantly modifies the content and arrangement of the classroom based upon continuing diagnosis and reflective evaluation of the children.

_____ P7. Children work directly with the manipulative materials.

_____ P8. The teacher permits and encourages constructive unplanned use of materials.

_____ P9. Space is divided into activity areas.

_____ P10. Students do not have their own individually assigned desks.

_____ P11. Activity areas are attractive and inviting.

_____ P12. Activity areas provide for a variety of potential usage and allow for a range of ability levels.

_____ P13. Spatial arrangements are flexible.

_____ P14. Children are able to make use of other areas of the building and school yard for educational purposes.

_____ P15. Children move freely about the room without asking permission.

_____ P16. Many different activities go on simultaneously.

_____ P17. Talking among children is encouraged.

_____ P18. Children help one another.

_____ P19. There are very few fixed time periods.

_____ P20. Determination of each child's routine each day is largely the child's choice.

_____ P21. Children generally work individually and in small groups.

_____ P22. Children generally group and re-group themselves through their own choices.

_____ P23. The teacher does not group children by ability according to tests or norms.

_____ P24. Formal class lessons are not conducted.

_____ P25. The teacher sometimes gathers the whole group for such activities as story or discussion.

_____ P26. The class is heterogeneous with regard to age.

_____ P27. The class is heterogeneous with regard to ability.

_____ P28. There is an overall purposefulness and a sense that the children value their work and their learning.

_____ P29. There is an overall sense of community of mutual respect and cooperation.

DIAGNOSIS OF LEARNING EVENTS

_____ D1. To obtain diagnostic information, the teacher takes an involved interest in what the child is doing.

_____ D2. Diagnosis is based upon attention to the child's thought processes more than his solutions.

_____ D3. Errors are seen as desirable, as a necessary part of the learning process because they provide information valuable to further learning.

_____ D4. Fantasy is valued; it is another way of knowing about the child and a means the child may use for learning.

_____ D5. Children do not always depend on teacher judgment; they also diagnose their progress through the materials they are working with.

INSTRUCTION - GUIDANCE AND EXTENSION OF LEARNING

_____ I1. The basis for a child's instruction at the primary level is his interaction with materials.

____ I2. The teacher becomes involved with the child diagnostically before suggesting any change, extension, or redirection of activity.

____ I3. The teacher plans instruction individually and pragmatically, based upon reflective evaluation of each child's particular needs and interests.

____ I4. The teacher becomes "actively involved in the work of each child.... as one who seeks to help him realize his goals and potential."

____ I5. The teacher tends to give individual children small concentrated amounts of her time rather than giving her general attention to the children as a class all day.

____ I6. Instead of giving assignments, the teacher amplifies and extends the possibilities of activities children have chosen, through individualized conversation, introduction of related materials.

____ I7. The teacher refrains from direct correction and from making judgmental statements.

____ I8. The teacher encourages children's independence and exercise of real choice.

____ I9. The teacher keeps in mind long-term goals for her children which inform her guidance and extension of a child's involvement in his chosen activity.

____ I10. The teacher provides direct instruction and assignments when warranted.

____ I11. The approach to learning is interdisciplinary; e.g., the child does not generally confine himself to a single subject, such as mathematics, when learning.

____ I12. Activities do not arise from pre-determined curricula.

REFLECTIVE EVALUATION OF DIAGNOSTIC INFORMATION

____ E1. Evidence of learning is assessed through direct observation of what the child does and says and produces.

____ E2. Pre-determined yardsticks of performance are not used in evaluating children's work.

____ E3. The teacher avoids traditional testing procedures and tests.

____ E4. Evaluation of the effect of a child's school experience covers a long range of time; the teacher preferably has each child more than one year.

____ E5. The teacher's record-keeping consists of individual histories chronicling the child's development.

____ E6. The teacher keeps a collection of each child's work and makes use of it as the appropriate measure for his evaluation.

____ E7. The teacher uses evaluation to provide information she will use in seeking better ways of encouraging and providing for children's development.

HUMANENESS - RESPECT AND OPENNESS AND WARMTH

____ H1. The teacher respects each child's personal style of operating - thinking and acting.

____ H2. The teacher rarely commands or reprimands.

____ H3. The teacher values the children's activities and products as legitimate expressions of their interests, not simply as reflections of their development.

____ H4. The teacher respects the children's ideas.

____ H5. The teacher respects the children's individuality by rejecting ability grouping, group norms, homogenization.

____ H6. The teacher takes children's feelings seriously.

____ H7. The teacher recognizes and does not hide her own emotional responses.

____ H8. Children generally do not try to suppress emotions.

____ H9. The teacher strives to recognize emotions differentially and to act as a stabilizer upon whom children can depend when the going is difficult.

____ H10. Conflict is recognized and worked out within the context of the group, not simply forbidden or handled by the teacher alone through punishment or exclusion.

____ H11. There is no abdication of adult authority and responsibility.

____ H12. The class operates within clear guidelines, made explicit.

____ H13. The teacher promotes openness and trust among children and in her relationship with each child.

____ H14. In general, relationships are characterized by warmth and affection.

____ H15. The teacher recognizes and admits her limitations when she feels unable to give a child the help he needs.

____ H16. In evaluating children's work, the teacher responds honestly, based upon a real examination of the product and a sensitive judgment about the particular child and circumstances.

____ H17. The climate is unthreatening; fear of failure is absent.

SEEKING OPPORTUNITY TO PROMOTE GROWTH

____ S1. The teacher seeks further information about the community and its physical and cultural resources.

____ S2. The teacher seeks information about new materials.

____ S3. The teacher experiments herself with materials.

____ S4. The teacher makes use of help from someone who acts in a supportive advisory capacity.

____ S5. The teacher enjoys on-going communication with other teachers about children and learning.

____ S6. The teacher attempts to know more about her children by getting to know their parents or relatives and their neighborhood.

ASSUMPTIONS - IDEAS ABOUT CHILDREN AND THE PROCESS OF LEARNING

____ A1. Children's innate curiosity and self-perpetuating exploratory behavior should form the basis of their learning in school; they should have the opportunity to pursue interests as deeply and as long as they find the pursuit satisfying.

____ A2. Providing for sustained involvement requires a flexible and individualized organization of time.

____ A3. Children are capable of making intelligent decisions in significant areas of their own learning.

_____ A4. Learning depends upon direct interaction with materials and one's social and physical environment.

_____ A5. Premature conceptualization based upon inadequate direct experience leads to the child depending on others for his own leadership.

_____ A6. Individual children often learn in unpredictable ways, at their own rate, and according to their own style.

_____ A7. Work and play are not distinguishable in the learning process of children.

_____ A8. Knowledge is a personal synthesis of one's own experience, and learning of "skills" and "subjects" proceeds along many intersecting paths simultaneously.

_____ A9. There is no set body of knowledge which must be transmitted to all.

_____ A10. Measures of performance may have a negative effect on learning and do not necessarily get at those qualities of learning which are most important.

_____ A11. Sensitive observation over a long period of time is the preferable means of evaluation of a child's intellectual, social, and emotional development.

_____ A12. Children have the <u>right</u> to direct their own learning, to make important decisions regarding their own educational experience.

_____ A13. The child must be valued as a human being, treated with courtesy, kindness, and respect.

_____ A14. The child's life in school should not be viewed as preparation for the future; to live as a child is the best preparation for adulthood.

_____ A15. Under consistent, reasonable, and explicit restrictions, children are able to be more free and productive.

_____ A16. An accepting and warm emotional climate is an essential element in children's learning; learning is facilitated by relationships of openness, trust, and mutual respect.

_____ A17. Competition does not contribute effectively to learning.

_____ A18. Fear of making mistakes or of not doing well impedes a child's progress in learning.

_____ A19. Objectives of education should go beyond literacy, dissemination of knowledge and concept acquisition.

_____ A20. The function of school is to help children learn to learn, to acquire both the ability and the willingness to extend their intellectual and emotional resources and bring them to bear in making decisions, organizing experience and utilizing knowledge.

SELF-PERCEPTION OF THE TEACHER

_____ SP1. The teacher views herself as an active experimenter in the process of creating and adapting ideas and materials.

_____ SP2. The teacher sees herself as a continual learner who explores new ideas and possibilities both inside and outside the classroom.

_____ SP3. The teacher values Open Education as an opportunity for her own personal and professional growth and change.

_____ SP4. The teacher feels comfortable with children taking the initiative in learning, making choices, and being independent of her.

_____ SP5. The teacher is able to recognize her own needs (e.g., for importance recognition) and restrain herself from intervening in children's activities based on these needs rather than the children's.

_____ SP6. The teacher accepts the legitimacy in the classroom of her own feelings.

_____ SP7. The teacher trusts children's ability to operate effectively and learn in a framework not structured by her and not centered on her.

_____ SP8. The teacher sees herself as one of many sources of knowledge and attention in the classroom.

_____ SP9. The teacher feels comfortable working without pre-determined lesson plans, set curricula, or fixed time periods.

_____ SP10. The teacher trusts herself as one who generally can respond sensitively and effectively moment by moment in the classroom.

THEMES IN OPEN EDUCATION

_____ Provisioning for Learning. The teacher provides a rich and responsive physical and emotional environment.

_____ Diagnosis of Learning Events. The teacher views the work children do in school as opportunities for her to assess what the children are learning, as much as opportunities for children to learn.

_____ Instruction - Guidance and Extension of Learning. The teacher acts primarily as a resource person who, in a variety of ways, encourages and influences the direction and growth of learning.

_____ Humaneness - Respect and Openness and Warmth. The teacher promotes an atmosphere of warmth, openness, and respect for one another.

_____ Reflective Evaluation of Diagnostic Information. The teacher subjects her diagnostic observations to reflective evaluation in order to structure the learning environment adequately.

_____ Seeking Opportunity to Promote Growth. The teacher seeks activities outside the classroom to promote personal and professional growth.

_____ Assumptions - Ideas about Children and the Process of Learning. The teacher's assumptions about children, the process of learning, and the goals of education are generally humanistic and wholistic. Teachers are aware of and respect the child's individuality and his capacity to direct his own learning.

_____ Self-Perception. The teacher is a secure person and a continuing learner.

APPENDIX C

List of Respondents

The people listed in this appendix contributed to this report by responding to our request to mark our preliminary list of characteristics and themes. Our letter to them read in part:

> Under an agreement with Education Development Center, we are working on development of measures intended to describe behaviors and assumptions characteristic of teachers involved in Open Education. Our work continues research begun by EDC's Pilot Communities and, in addition, grows out of the Interim Report of a study conducted by the Educational Testing Service in cooperation with the participants in EDC's Follow-Through Program.
>
> As a means of double-checking the results of the first stage of our research, we are asking a group of people who have become seriously involved in the examination or practice of this educational approach to pass judgment on our selection of relevant characteristics of the open classroom pedagogical style.

Marianne Amarel, Educational Testing Service, Princeton, N. J.

Charles Ascheim, Education Development Center, Newton, Mass.

Sylvia Ashton-Warner, Aspen Community School, Aspen, Colo.

Roland Barth, Edward Devotion School, Brookline, Mass.

Maurice Belanger, University of Montreal, Montreal, Canada

Courtney Cazden, Harvard Graduate School of Education, Cambridge, Mass.

John Cawthorne, Education Development Center, Newton, Mass.

Edith H. E. Churchill, Education Development Center, Newton, Mass.

Margaret Cline, Education Development Center, Newton, Mass.

Ann Cook, City University of New York, New York, N. Y.

Terry Denny, University of Illinois, Urbana, Ill

Priscilla Erhlich, Education Development Center, Newton, Mass.

Louise Hauser, Education Development Center, Newton, Mass.

David Hawkins, University of Colorado, Boulder, Colo.

Leo Howard, William Monroe Trotter School, Boston, Mass.

William Hull, Cambridge, Mass.

Tony Kallet, University of Colorado, Boulder, Colo.

Lillian Katz, ERIC Clearinghouse, Urbana, Ill.

Herbert Mack, City University of New York, New York, N. Y.

Marjorie Martus, The Ford Foundation, New York, N. Y.

Anita Olds, Fayerweather Street School, Cambridge, Mass.

Henry Olds, Benjamin Thompson & Assoc., Cambridge, Mass.

Vito Perrone, University of North Dakota, Grand Forks, N. D.

Charles Rathbone, Oberlin College, Oberlin, Ohio

Elwyn Richardson, University of Colorado, Boulder, Colo.

Charles Silberman, Fortune Magazine, New York, N. Y.

Mary Lela Sherburne, Education Development Center, Newton, Mass.

Bernard Spodek, University of Illinois, Urbana, Ill.

Christopher Stevenson, Fayerweather Street School, Cambridge, Mass.

Marian Stroud, Title III Action Center, Montpelier, Vt.

Patricia Swan, Education Development Center, Newton, Mass.

Masako Tanaka, Educational Testing Service, Princeton, N. J.

Evelyn Weber, Wheelock College, Boston, Mass.

Lillian Weber, City College, New York, N. Y.

Edward Yeomans, National Association of Independent Schools, Boston, Mass.

APPENDIX D

Revised List of

Open Education Characteristics

SOME PEDAGOGICAL CHARACTERISTICS

OF OPEN EDUCATION TEACHERS AT THE PRIMARY LEVEL

The following list of characteristics is intended to contribute to a clarification of the assumptions and practices of teachers involved in Open Education. It can be used by teachers as a questionnaire, a self-administered "observation" of their own classroom practices and their internal frame of reference; it can be used as a basis for workshops or discussions in teachers' or team meetings; it can be used as a source for construction of instruments for classroom observation and teacher interviews.

It attempts to describe a composite ideal based on the best practices and hopes presented in the literature and refined by people in the field. Although each statement is descriptive of Open Education, no teacher should expect to nor probably want to score all "3's." It is to be expected that the effective open teacher is first of all her own person, a distinct personality who cannot be measured against any set scale. Her behavior will be dictated by the complicated interactive play of her own nature and the many relevant aspects of the particular children whom she teaches. Her scores will make a particular, personal pattern over any instrument's scales. Awareness of how she scores, relevant to this abstract ideal, and perhaps to her colleagues or others, provides her with information she may find useful in evaluation of herself as a teacher and the classroom experience she is providing.

The characteristics are subdivided into eight themes helpful in conceptualizing the teacher's role in the open classroom. These themes derive from our reading of the literature on Open Education. Based on

our study, we have defined each of these themes by a set of characteristics and then made a statement for each characteristic. The resulting 106 characteristics were submitted to a group of educators, researchers, and observers chosen because of their serious involvement in the examination or practice of this educational approach. Revisions were based on their responses.

The first six themes describe the teacher's behavior and the environment which she provides. Rating these sixty-two items (pp. 1-7) means deciding whether the statement definitely is true of the teacher and her classroom, whether it is somewhat true, whether it is not true. The twenty-eight characteristics given in the last two themes (pp. 9-11) should be rated in terms of congruence with the teacher's beliefs.

PEDAGOGICAL CHARACTERISTICS

OF OPEN EDUCATION TEACHERS AT THE PRIMARY LEVEL

Instruction - Guidance and Extension of Learning	Untrue	Somewhat True	Very True
I1. The teacher tends to give individual children small concentrated amounts of her time rather than giving her general attention to the children as a class all day.	1	2	3
I2. The teacher plans instruction individually and pragmatically; she becomes actively involved in the work of each child as one who seeks to help him realize his goals and potential.	1	2	3
I3. The teacher gives diagnostic attention to the particular child and the specific activity in which he is involved before suggesting any change, extension, or redirection of activity.	1	2	3
I4. The teacher uses the child's interaction with materials, equipment, and his environment as the basis of her instruction.	1	2	3
I5. The teacher avoids whole class assignments, instead, amplifies and extends the possibilities of activities children have chosen, through conversation, introduction of related materials, direct instruction when warranted, and assignments appropriate to individual needs.	1	2	3
I6. The teacher keeps in mind long-term goals for her children which inform her guidance and extension of a child's involvement in his chosen activity.	1	2	3
I7. The teacher encourages children's independence and exercise of real choice.	1	2	3
I8. The approach to learning is interdisciplinary; e.g. the child is not expected to confine himself to a single subject, such as mathematics, when learning.	1	2	3
I9. Activities arise from children's interests and responses to materials and are not prescribed or constrained by predetermined curricula.	1	2	3

Diagnosis of Learning Events	Untrue	Somewhat True	Very True
D1. In diagnosis, the teacher pays attention not only to the correctness of a child's response or solution, but also to the understanding and reasoning processes which led the child to the particular response or solution.	1	2	3
D2. To obtain diagnostic information, the teacher takes an involved interest in the specific work or concern of the child at the moment, through attentive, individualized observing and questioning which is immediate and experience based.	1	2	3
D3. Errors are seen as a valuable part of the learning process because they provide information which the teacher and child can use to further the child's learning.	1	2	3
D4. In diagnosis, the teacher values the child's fantasy as an aid in understanding the child's concerns, interests, and motivations.	1	2	3
D5. When the teacher groups children, she bases her grouping upon her own observations and judgment rather than standardized tests and norms.	1	2	3
D6. Children do not always depend on teacher judgment; they are also encouraged to diagnose their progress through the materials they are working with.	1	2	3
Provisioning for Learning			
P1. Manipulative materials are supplied in great diversity and range with little replication, (i.e. not class sets) and children work directly with them.	1	2	3
P2. Books are supplied in diversity and profusion, including reference books, children's literature, and "books" written by the students.	1	2	3
P3. The environment includes materials developed by teacher and children and common environmental materials (plant life, rocks, sand, water, pets, egg cartons, plastic bottles, etc.).	1	2	3

	Untrue	Somewhat True	Very True
P4. Materials are readily accessible to children.	1	2	3
P5. The teacher gradually modifies the content and arrangement of the classroom based upon diagnosis and evaluation of the children's needs and interests and their use of materials and space.	1	2	3
P6. The teacher permits and encourages children's use of materials in ways she had not foreseen and helps to move activity into useful channels.	1	2	3
P7. Each child has an individual space for his own personal storage, while the major portion of the classroom space is organized for use by all children.	1	2	3
P8. Activity areas provide for a variety of potential usage and allow for a range of ability levels.	1	2	3
P9. Children move freely about the room without asking permission.	1	2	3
P10. Children are free to use other areas of the building and school yard and neighborhood for educational purposes.	1	2	3
P11. Many different activities generally go on simultaneously.	1	2	3
P12. Informal talking between children and exchanging of information and ideas is encouraged as contributing to learning.	1	2	3
P13. Children help one another.	1	2	3
P14. The teacher divides the day into large blocks of time within which children, with the help of the teacher, largely determine their own program.	1	2	3
P15. Children generally work individually and in small groups largely determined by their own choices, and guided by the teacher.	1	2	3

	Untrue	Somewhat True	Very True
P16. The teacher occasionally groups children for lessons directed at specific immediate needs.	1	2	3
P17. The teacher provides some occasions when the whole group gathers for such activities as story or discussion, to share feelings and ideas and activities, and in order to promote the sense of community and belonging to the group.	1	2	3
P18. The class is heterogeneous with regard to ability; streaming or establishing class assignment according to similarity of ability is not practiced.	1	2	3
P19. The teacher promotes a purposeful atmosphere by expecting and enabling the children to use their time in general productively and to value their work and learning.	1	2	3

Evaluation of Diagnostic Information

E1. The teacher uses her observation of the child's interaction with materials and equipment and other children as well as what he produces as the basis of her evaluation of his learning.	1	2	3
E2. Standardized, grade-level, or age-level "norms" of performance are not used for evaluating children or children's work.	1	2	3
E3. Evaluation of a child's school experience is not accomplished by looking only at data collected in a single situation or series of experiences; that is, evaluation of the effect of a child's school experience covers a long range of time, more than a year.	1	2	3
E4. The teacher's record-keeping consists of writing and compiling individual notes and progress reports chronicling the child's cognitive, emotional, and physical development.	1	2	3

	Untrue	Somewhat True	Very True
E5. The teacher keeps a collection of each child's work and makes use of it for her own evaluation of the child and to encourage his self-evaluation.	1	2	3
E6. The teacher uses evaluation to provide information she will use in seeking better ways of encouraging and providing for children's development; i.e., she uses evaluation of the children's work and of the usefulness of materials, arrangements, etc. to guide not only her interacting with children but also her provisioning of the classroom environment.	1	2	3

Humaneness - Respect, Openness, and Warmth

H1. The teacher respects each child's personal style of operating, thinking, and acting.	1	2	3
H2. The teacher rarely commands.	1	2	3
H3. The teacher values each child's activities and products as legitimate expressions of his interests, not simply as reflections of his development.	1	2	3
H4. The teacher demonstrates respect for each child's ideas by making use of them whenever possible.	1	2	3
H5. The teacher respects each child's feelings by taking them seriously.	1	2	3
H6. The teacher recognizes and does not try to hide her own emotional responses.	1	2	3
H7. Children feel free to express their feelings.	1	2	3
H8. The teacher attempts to recognize each child's emotions with an understanding of that particular child and the circumstances.	1	2	3

	Untrue	Somewhat True	Very True
H9. Conflict is recognized and worked out within the context of the group, not simply forbidden or handled by the teacher alone.	1	2	3
H10. There is no abdication of responsible adult authority.	1	2	3
H11. The class operates within clear guide lines, made explicit.	1	2	3
H12. The teacher promotes openness and trust among children and in her relationship with each child.	1	2	3
H13. Relationships are characterized by unsentimental warmth and affection.	1	2	3
H14. The teacher recognizes and admits her limitations when she feels unable to give a child the help he needs.	1	2	3
H15. In evaluating a child's work, the teacher responds sincerely, based upon a real examination of the product and its relation to the particular child and circumstances.	1	2	3
H16. The teacher promotes an unthreatening climate by helping children to accept mistakes as part of learning, not as measures of failure.	1	2	3

Seeking Opportunity to Promote Growth

S1. The teacher seeks information about new materials.	1	2	3
S2. The teacher experiments herself with materials.	1	2	3
S3. The teacher seeks further information about the community and its physical and cultural resources.	1	2	3

	Untrue	Somewhat True	Very True
S4. The teacher makes use of help from a supportive advisor.	1	2	3
S5. The teacher enjoys ongoing communication with other teachers about children and learning.	1	2	3
S6. The teacher attempts to know more about the children by getting to know their parents or relatives and their neighborhood.	1	2	3

Self-Perception of the Teacher

SP1. The teacher views herself as an active experimenter in the process of creating and adapting ideas and materials.	1	2	3
SP2. The teacher sees herself as a continual learner who explores new ideas and possibilities both inside and outside the classroom.	1	2	3
SP3. The teacher values the way she is teaching as an opportunity for her own personal and professional growth and change.	1	2	3
SP4. The teacher feels comfortable with children taking the initiative in learning, making choices, and being independent of her.	1	2	3
SP5. The teacher recognizes her own habits and need for importance and recognition; she tries to restrain herself from intervening in children's activities based on impatience or these needs rather than the children's.	1	2	3
SP6. The teacher sees her own feelings as an acceptable part of the classroom experience.	1	2	3
SP7. The teacher trusts children's ability to operate effectively and learn in a framework not centered on her.	1	2	3
SP8. The teacher sees herself as one of many sources of knowledge and attention in the classroom.	1	2	3

	Untrue	Somewhat True	Very True
SP9. The teacher feels comfortable working without predetermined lesson plans and set curricula or fixed time periods for subjects.	1	2	3
SP10. The teacher trusts herself as one who can facilitate learning within a structure which necessitates spontaneous responding to individuals and to a changing variety of situations.	1	2	3

Assumptions--Ideas About Children and the Process of Learning

A1. Children's innate curiosity and self-perpetuating exploratory behavior should form the basis of their learning in school; they should have the opportunity to pursue interests as deeply and for as long as the pursuit is satisfying.	1	2	3
A2. Providing for sustained involvement requires a flexible and individualized organization of time.	1	2	3
A3. Children are capable, with varying degrees of support, of making intelligent decisions in significant areas of their own learning.	1	2	3
A4. Premature conceptualization based upon inadequate direct experience leads to lack of real understanding and to dependence upon others for learning.	1	2	3
A5. Individual children often learn in unpredicted ways, at their own rate, and according to their own style.	1	2	3
A6. Work and play should not be distinguished in the learning process of children because play is a child's way of learning.	1	2	3
A7. Knowledge is a personal synthesis of one's own experience; the learning of "skills" and "subjects" proceeds along many intersecting paths simultaneously.	1	2	3

	Untrue	Somewhat True	Very True
A8. Traditional techniques of evaluation do not necessarily measure those qualities of learning which are most important, and may have a negative effect on learning.	1	2	3
A9. Looking at a child's development over a long period of time is more useful for evaluation than comparing him with his peers or a standardized norm.	1	2	3
A10. Children have the right to make important decisions regarding their own educational experience.	1	2	3
A11. The child must be valued as a human being, treated with courtesy, kindness and respect.	1	2	3
A12. The child's life in school should not be viewed primarily as a preparation for the future; each child's experiences are justifiable in themselves and are not dependent upon future performance for justification.	1	2	3
A13. With a few consistent, reasonable, and explicit rules and limits, children are able to be more free and productive.	1	2	3
A14. An accepting and warm emotional climate is an essential element in children's learning.	1	2	3
A15. Learning is facilitated by relationships of openness, trust, and mutual respect.	1	2	3
A16. Fear of making mistakes or of not doing well impedes a child's progress in learning.	1	2	3
A17. Objectives of education should include, but go beyond, literacy, dissemination of knowledge, and concept acquisition.	1	2	3
A18. The function of school is to help children learn to learn: to acquire both the ability and the willingness to extend their intellectual and emotional resources and bring them to bear in making decisions, organizing experience, and utilizing knowledge.	1	2	3

APPENDIX E

Instruments

1. Classroom Observation Rating-Scale
2. Teacher Questionnaire
3. Teacher Interview Schedule
4. Wishes and Changes

Based upon items in the revised list of characteristics, four further instruments were developed. The first two, a Classroom Observation Rating-Scale and a parallel Teacher Questionnaire, are being tested in twenty British Open Education Classrooms, twenty American Open Education Classrooms, and twenty American unaligned Classrooms. Most of the Teacher Interview Schedule is being used in that same research. The fourth instrument,* Wishes and Changes, has yet to be tested.

---

*This instrument which addresses the theme of Self-Perception, was inspired by Kenneth Koch's experiments in teaching children to write poetry (1970).

CLASSROOM OBSERVATION RATING-SCALE

developed for:

the Pilot Communities Program

Education Development Center

Newton, Massachusetts

by:

T D R Associates, Inc.

Newton, Massachusetts

under:

U. S. Office of Education Contract

Number OEC-1-7-062805-3963

Amendment # 10

March, 1971

ID _____
1. _____
2. _____
3. _____

School _____
Classroom _____
Teacher _____
Observer _____

OBSERVATION-RATING SCALE

	no evidence	weak infrequent	moderate occasional	strong frequent evidence
. Texts and materials are supplied in class sets o that all children may have their own.	1	2	3	4
. Each child has a space for his personal storage nd the major part of the classroom is organized or common use.	1	2	3	4
. Materials are kept out of the way until they re distributed or used under the teacher's irection.	1	2	3	4
. Many different activities go on simultaneously.	1	2	3	4
. Children are expected to do their own work ithout getting help from other children.	1	2	3	4
. Manipulative materials are supplied in great iversity and range, with little replication.	1	2	3	4
. Day is divided into large blocks of time ithin which children, with the teacher's help, etermine their own routine.	1	2	3	4
. Children work individually and in small groups t various activities.	1	2	3	4
. Books are supplied in diversity and profusion including reference, children's literature).	1	2	3	4

	no evidence	weak infrequent	moderate occasional	strong frequent evidence
10. Children are not supposed to move about the room without asking permission.	1	2	3	4
11. Desks are arranged so that every child can see the blackboard or teacher from his desk.	1	2	3	4
12. The environment includes materials developed by the teacher.	1	2	3	4
13. Common environmental materials are provided.	1	2	3	4
14. Children may voluntarily make use of other areas of the building and school yard as part of their school time.	1	2	3	4
15. The program includes use of the neighborhood.	1	2	3	4
16. Children use "books" written by their classmates as part of their reading and reference materials.	1	2	3	4
17. Teacher prefers that children not talk when they are supposed to be working.	1	2	3	4
18. Children voluntarily group and regroup themselves.	1	2	3	4
19. The environment includes materials developed or supplied by the children.	1	2	3	4
20. Teacher plans and schedules the children's activities through the day.	1	2	3	4
21. Teacher makes sure children use materials only as instructed.	1	2	3	4

	no evidence	weak infrequent	moderate occasional	strong frequent evidence
22. Teacher groups children for lessons directed at specific needs.	1	2	3	4
23. Children work directly with manipulative materials.	1	2	3	4
24. Materials are readily accessible to children.	1	2	3	4
25. Teacher promotes a purposeful atmosphere by expecting and enabling children to use time productively and to value their work and learning.	1	2	3	4
26. Teacher uses test results to group children for reading and/or math.	1	2	3	4
27. Children expect the teacher to correct all their work.	1	2	3	4
28. Teacher bases her instruction on each individual child and his interaction with materials and equipment.	1	2	3	4
29. Teacher gives children tests to find out what they know.	1	2	3	4
30. The emotional climate is warm and accepting.	1	2	3	4
31. The work children do is divided into subject matter areas.	1	2	3	4
32. The teacher's lessons and assignments are given to the class as a whole.	1	2	3	4
33. To obtain diagnostic information, the teacher closely observes the specific work or concern of a child and asks immediate, experience-based questions.	1	2	3	4

	no evidence	weak infrequent	moderate occasional	strong frequent evidence
34. Teacher bases her instruction on curriculum guides or text books for the grade level she teaches.	1	2	3	4
35. Teacher keeps notes and writes individual histories of each child's intellectual, emotional, physical development.	1	2	3	4
36. Teacher has children for a period of just one year.	1	2	3	4
37. The class operates within clear guidelines made explicit.	1	2	3	4
38. Teacher takes care of dealing with conflicts and disruptive behavior without involving the group.	1	2	3	4
39. Children's activities, products, and ideas are reflected abundantly about the classroom.	1	2	3	4
40. The teacher is in charge.	1	2	3	4
41. Before suggesting any extension or redirection of activity, teacher gives diagnostic attention to the particular child and his particular activity.	1	2	3	4
42. The children spontaneously look at and discuss each other's work.	1	2	3	4
43. Teacher uses tests to evaluate children and rate them in comparison to their peers.	1	2	3	4
44. Teacher uses the assistance of someone in a supportive, advisory capacity.	1	2	3	4
45. Teacher tries to keep all children within her sight so that she can make sure they are doing what they are supposed to do.	1	2	3	4

	no evidence	weak infrequent	moderate occasional	strong frequent evidence
46. Teacher has helpful colleagues with whom she discusses teaching.	1	2	3	4
47. Teacher keeps a collection of each child's work for use in evaluating his development.	1	2	3	4
48. Teacher views evaluation as information to guide her instruction and provisioning for the classroom.	1	2	3	4
49. Academic adhievement is the teacher's top priority for the children.	1	2	3	4
50. Children are deeply involved in what they are doing.	1	2	3	4

TEACHER QUESTIONNAIRE

developed for:

The Pilot Communities Program

Education Development Center

Newton, Massachusetts

by:

T D R Associates, Inc.

Newton, Massachusetts

under:

U. S. Office of Education

Number OEC-1-7-062805-3963

Amendment # 10

March, 1971

ID _____
1. _____
2. _____
3. _____

School _____
Classroom _____
Teacher _____

QUESTIONNAIRE

Instructions: For each of the following statements, circle the number which most closely expresses your estimate of the extent to which the statement is true of your own classroom. If the statement is absolutely not the case, circle "1"; if it is very minimally true, choose "2." If the statement generally describes your classroom, choose "3"; if it is absolutely true choose "4."

	strongly disagree	disagree	agree	strongly agree
1. Texts and materials are supplied in class sets so that all children may have their own.	1	2	3	4
2. Each child has a space for his personal storage and the major part of the classroom is organized for common use.	1	2	3	4
3. Materials are kept out of the way until they are distributed or used under my direction.	1	2	3	4
4. Many different activities go on simultaneously.	1	2	3	4
5. Children are expected to do their own work without getting help from other children.	1	2	3	4
6. Manipulative materials are supplied in great diversity and range, with little replication.	1	2	3	4
7. The day is divided into large blocks of time within which children, with my help, determine their own routine.	1	2	3	4
8. Children work individually and in small groups at various activities.	1	2	3	4

	strongly disagree	disagree	agree	strong agree
9. Books are supplied in diversity and profusion (including reference books, children's literature).	1	2	3	4
10. Children are not supposed to move about the room without asking permission.	1	2	3	4
11. Desks are arranged so that every child can see the blackboard or teacher from his desk.	1	2	3	4
12. The environment includes materials I have developed.	1	2	3	4
13. Common environmental materials are provided.	1	2	3	4
14. Children may voluntarily use other areas of the building and schoolyard as part of their school time.	1	2	3	4
15. Our program includes use of the neighborhood.	1	2	3	4
16. Children use "books" written by their classmates as part of their reading and reference materials.	1	2	3	4
17. I prefer that children not talk when they are supposed to be working.	1	2	3	4
18. Children voluntarily group and regroup themselves.	1	2	3	4
19. The environment includes materials developed or supplied by the children.	1	2	3	4
20. I plan and schedule the children's activities through the day.	1	2	3	4
21. I make sure children use materials only as instructed.	1	2	3	4

	strongly disagree	disagree	agree	strongly agree
22. I group children for lessons directed at specific needs.	1	2	3	4
23. Children work directly with manipulative materials.	1	2	3	4
24. Materials are readily accessible to children.	1	2	3	4
25. I promote a purposeful atmosphere by expecting and enabling children to use time productively and to value their work and learning.	1	2	3	4
26. I use test results to group children in reading and/or math.	1	2	3	4
27. Children expect me to correct all their work.	1	2	3	4
28. I base my instruction on each individual child and his interaction with materials and equipment.	1	2	3	4
29. I give children tests to find out what they know.	1	2	3	4
30. The emotional climate is warm and accepting.	1	2	3	4
31. The work children do is divided into subject matter areas.	1	2	3	4
32. My lessons and assignments are given to the class as a whole.	1	2	3	4
33. To obtain diagnostic information, I observe the specific work or concern of a child closely and ask immediate, experience-based questions.	1	2	3	4

	strongly disagree	disagree	agree	strongly agree
34. I base my instruction on curriculum guides or the text books for the grade level I teach.	1	2	3	4
35. I keep notes and write individual histories of each child's intellectual, emotional, and physical development.	1	2	3	4
36. I have children for just one year.	1	2	3	4
37. The class operates within clear guidelines, made explicit.	1	2	3	4
38. I take care of dealing with conflicts and disruptive behavior without involving the group.	1	2	3	4
39. Children's activities, products and ideas are reflected abundantly about the classroom.	1	2	3	4
40. I am in charge.	1	2	3	4
41. Before suggesting any extension or redirection of activity, I give diagnostic attention to the particular child and his particular activity.	1	2	3	4
42. The children spontaneously look at and discuss each other's work.	1	2	3	4
43. I use tests to evaluate children and rate them in comparison to their peers.	1	2	3	4
44. I use the assistance of someone in a supportive advisory capacity.	1	2	3	4
45. I try to keep all children within my sight so that I can be sure they are doing what they are supposed to do.	1	2	3	4

	strongly disagree	disagree	agree	strongly agree
46. I have helpful colleagues with whom I discuss teaching ideas.	1	2	3	4
47. I keep a collection of each child's work for use in evaluating his development.	1	2	3	4
48. Evaluation provides information to guide my instruction and provisioning for the classroom.	1	2	3	4
49. Academic achievement is my top priority for the children.	1	2	3	4
50. Children are deeply involved in what they are doing through the day.	1	2	3	4

Teacher's name _____

School _____

Location _____

Present position: permanent _____

provisional _____

temporary _____

Age: 20-25 _____ 41-50 _____

26-30 _____ 51-60 _____

31-40 _____ over 60 ____

Education (check all applicable): Normal school degree _____

Bachelor's degree _____

Master's degree _____

Other (specify) _____

Address: in locality of school _____

elsewhere _____

Your classroom:

Grade level (check one)

Kindergarten _____ Ungraded 1-3 _____ Ungraded K & 1 ____

1st grade _____ Ungraded 1 & 2 _____ Ungraded k-2 _____

2nd grade _____ Ungraded 2 & 3 _____ Ungraded k-3 _____

Ability range: streamed/ability grouped _____

mixed ability grouping _____

Number of children _____

Racial composition: white _____

(give approximate %) nonwhite _____

TEACHER INTERVIEW SCHEDULE

developed for:

the Pilot Communities Program

Education Development Center

Newton, Massachusetts

by:

T D R Associates, Inc.

Newton, Massachusetts

under:

U. S. Office of Education Contract

Number OEC-1-7-062805-3963

Amendment # 10

March, 1971

School _____

Classroom _____

Teacher _____

INTERVIEW SCHEDULE

A. How do you plan your instruction? What is the basis of your plans?

1. Did you have specific plans for today?
2. Did anything happen today which made you change your plans?

B. Do you make changes in the classroom (materials, equipment, room arrangements)?

Why?

C. Do you group children?

Why?

How? (e.g. use of tests?)

When? (e.g. how often? and do groups change?)

D. How do you evaluate children's work and development?

1. Do you keep records? What kinds?
2. May I see some samples?

E. How much of your teaching time (% of year) is spent diagnosing children's needs, level of skill and understanding?

1. How do you get this information?
2. What do you use it for?

F. What are the rules of your classroom?

WISHES AND CHANGES

developed for:

the Pilot Communities Program

Education Development Center

Newton, Massachusetts

by:

T D R Associates, Inc.

Newton, Massachusetts

under:

U. S. Office of Education Contract

Number OEC-1-7-062805-3963

Amendment # 10

March, 1971

School _____

Grade _____

Teacher _____

WISHES AND CHANGES

School children are finding the writing of poems to be satisfying and fun. What students are finding more easy and enjoyable than they expected, we are asking teachers to try.

Write several lines beginning with "I wish..." and do not try to make rhymes. The wishes can be real or crazy.

I wish _____

I wish _____

I wish _____

I wish _____

I wish _____

I wish _____

I wish _____

I wish _____

I wish _____

I wish _____

I wish _____

I wish _____

I wish _____

I wish _____

I wish _____

School _____

Grade _____

Teacher _____

Write several lines beginning every odd line with "I used to..." and every even line with "But now..." You may make variations such as "Children used to...", etc. Forget about rhyming and meter. Don't take much time, just have fun saying something.

I used to _____

But now _____

_____

But now _____

_____

But now _____

_____

But now _____

_____

But now _____

_____

But now _____

_____

But now _____

_____

But now _____